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A Tactical - Technical and Theoretical System of Coaching

Series: Wrestling

By
Kenneth M. Cox, Ed.D

Hank Greene - Jr. Heat wrestling coach 26 yrs at Williamsport

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A TACTICAL-TECHNICAL AND THEORETICAL SYSTEM OF COACHING SERIES WRESTLING

SIXTH DRAFT COPY

1988

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MAT-TOWN, U.S.A.

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BY

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PREFACE

Wrestling in the United States has made tremendous progress since the end of World War II. Each year many young men participate in the sport, beginning with youth programs and continuing through international competition. However, its growth has been somewhat haphazard. Some wrestling techniques and practices have been built upon well-founded principles, while others that have been adopted have not been beneficial to the sport.

In the summer of 1983, I was privileged, along with approximately 60 other physical educators, coaches and Dr. Ken Cox to study sport for two weeks at the National Institute of Sport and Physical Culture in Moscow, USSR. It was most interesting to see how the Soviets have developed each sport into an independent academic discipline. The sport of wrestling in the Soviet Union is established just as any discipline would be in this country. It had its own body of knowledge. Research is done specifically in the field of wrestling, and the Soviets have developed Master and Doctoral programs.

The Soviets have a centrally controlled wrestling program that teaches the same principles and techniques from young age group athletes through international competitors. Coaches are highly trained. Programs are government supported, and top athletes are well cared for by the government.

The only thing I found to be missing in their program was that thing we call "THE SPIRIT OF AMERICA" in this country. This may well be the reason we still compete so successfully with them and why we probably always will.

This compilation of wrestling technique articles encompasses the best features of both our American System and the Soviet System. This wrestling manual will become reading for all aspiring wrestling teachers and coaches.

John Webb
Wrestling Coach
Weber State College
Ogden, Utah

ACKNOWLEDGMENT

BUT L.C. WOOD LEFT AN INDELIBLE MARK

HE SPENT 50 YEARS IN BUSH LEAGUES

Editor's Note: Small town high school coaches work hard for relatively small paychecks and little glory, but they take pride in helping develop young men. Such a man was L.C. Wood, who died recently after 30 years of coaching in Texas high schools. His son, Associated Press writer Rob Wood of Phoenix, writes a tribute to Coach Wood and the thousands of others who coach in the minor leagues.

By Rob Wood*
Associated Press Staff Writer

PHOENIX, Ariz. -- He spent most of his life in the bush leagues of football.

He never heard 50,000 fans raise a tidal wave of voices as his team pushed across a touchdown. Five thousand in a plankseat stadium was more like it.

He taped a thousand ankles and he bandaged a hundred cuts because there wasn't a trainer. He even washed the dirty uniforms once in awhile.

That's the way he wanted it. He had a fierce pride in being one of those underpaid, overworked and oft harassed high school football coaches.

His name was L.C. (Carroll) Wood.

You won't recognize the name unless you are one of those poker-hot Texas football fans. The places he coached during his 30 years of service -- McGregor, Cameron and Mexia -- won't ring a bell unless you live within that circle called Central Texas.

During those three decades he won 221 games, lost 70 and tied 15. He won some 15 district championships and a hatful of other titles.

He had a pickle barrel chest and a set of anvil arms, seemingly misplaced between a bald head and a pair of spindly legs that bore countless scars, hacked across the shins and calves by football cleats and two years of action in World War I.

He scrimmaged with his teams until he was 45; at 50, he could punt consistently 60 yards.

He always insisted his boys neither smoke nor drink during the season. One asked, "How come you are so strict and yet you smoke cigars, coach?"

"You just landed a punch son," he said. He tossed the cigar into the gutter and never again touched tobacco or alcohol.

He lost a title game because his star back had violated a curfew and was benched. He suffered one of his most disastrous seasons when before the first kickoff he expelled five lettermen for smoking.

"Winning's not everything," he often said. "I'll lose 'em all if I have 11 gentlemen out there. Hard-nosed gentlemen, I might add."

He always insisted his athletes go to college for an education, not just a football free-ride. He had many who became starters and stars in the college ranks. But his greatest days were when one of his players graduated near the top of the class.

"You'll never get rich in this business," he'd say, "And they don't run around building statues for high school coaches or thick-headed athletes."

Coach Wood was buried the other day. He was right as usual.

The inheritance tax men would have been insulted if asked to check his wealth.

Nobody dashed out to erect a monument in the city park.

But he left behind a small, rock-fenced stadium called Wood Field.

And he left 5,000 men who still boastfully call themselves Coach Wood's boys.

*Extracted from the St. Cloud Daily Times, St. Cloud, Minn., October 2, 1963.

ACKNOWLEDGEMENT

TODAY I SAW TRUTH

Today I saw truth. For a moment I lived and breathed in the great presence of truth and felt its sweetness plunge deep into my soul.

I am a coach in a Junior High School. I work with 500 boys each day. This has been my occupation for over 20 years. I enjoy it.

Traditionally, I am supposed to be rugged, tough, crusty; yet underneath this exterior, feeling and understanding must exist if the job is to be done.

Today was test day in climbing the rope. We climb from a standing start to a point 15 feet high. One of my tasks these past few weeks has been to train and teach the boys to negotiate this distance in a few seconds as possible.

The school record for this event is 2.1 seconds. It has stood for three years. Today this record was broken. But this is not my story. HOW this record was broken is the important thing here, as it so often is in many an endeavor in life.

For three years Bobby Palacio, a 14½ year old Mexican boy, has trained and pointed and, I suspect, dreamed of breaking this record.

In his first of three attempts Bobby climbed the rope in 2.1 seconds, tying the record. On the second try the watch stopped at 2.0 seconds flat, a record! But, as he descended the rope and the entire class gathered around to check the watch, I knew I must ask Bobby a question. There was a slight doubt in my mind whether or not the board at the 15 foot height had been touched. If he missed, it was very, very close--not more than a fraction of an inch--and only Bobby knew this answer.

As he walked toward me, expressionless, I said, "Bobby, did you touch?" If he had said "Yes," the record he had dreamed of would be his and he knew I

would trust him at his word.

With the class already cheering for him for his performance, the slim brown-skinned boy shook his head negatively. And in this simple gesture, I witnessed a moment of greatness.

Coaches do not cry. Only babies cry, they say. But as I reached out to pat this boy on the shoulder, there was a small drop on the shoulder, there was a small drop of water in each eye. And it was with great effort through a tight throat that I told the class: "This boy has not set a record in the rope climb. No, he has set a much finer record for you and everyone to strive for. He has told the simple truth."

After the other boys had finished their next turns and Bobby came up to the rope for his try, a strange stillness came over the gymnasium. Fifty boys and one coach were breathlessly set to help boost Bobby Palacio to a new record. He climbed the rope in 1.9 seconds! A school record, a city record and perhaps close to a national record.

When the bell rang and I walked away, now misty-eyed, from this group of boys, I was thinking, "Bobby, little brown skin, with your clear, bright, dark eyes and your straight, trim, lithe body--Bobby, at 14 you are a better man than I am. Thank you for climbing so very, very high today."

Elam Hill
In "Beacon" Bridge City, TX

*Extracted from WRESTLING U.S.A. magazine, Missoula, Montana, February 15, 1985

1/30/85

Letter to his former coach . . . . . .

A Loser Determined to Become a Winner

Editor's Note: This letter was sent by a former college wrestler to his coach in February, 1984. The author has recently married and is employed as a computer technician for a large corporation in the Pittsburgh, PA, area.

Lock Haven, PA . . . . . .

Well coach you were right as usual, 40¢ and my conference medal will only get me a cup of coffee. I didn't take either your fatherly advice or take seriously the many "slogans" that you used to hang on the wrestling area walls. The majority of my teammates did learn and that's what separated them as winners and me as a loser after I quit college when my wrestling eligibility was terminated. I just got my priorities screwed up. I put partying and sports ahead of my studies.

Last Saturday, I returned to campus for the first time in seven years and stopped by the fraternity house. You were right, after only seven years, absolutely no one recognized me at the old frat. I was somewhat hurt, however, when no one recognized me while I watched the dual meet up in the balcony area. I should have expected it. I recognized many of the old fair weather fans who still stay perched up on the balcony railings and down in the reserve seat section. There seemed to be fewer of them. I'd given them four tough years of weight cutting and entertainment.

Remember, the sign you had hanging on the east wall that said, "Fight Drug Addiction With Wrestling Addiction"? Well coach, I didn't learn from that slogan either, and have just recently finished a rehab program that is helping me get my head screwed on right. Also, that sign on the south wall that said "Nice Things Happen to Nice People". Well, again I've been negligent with regard to my personal and family responsibilities since dropping out of college. Probably the biggest sin I committed is that I haven't been a very

nice person. I've been a poor role model for my younger brothers and have not made it very easy for my mom. I remember you use to tell us that "each of us is given only so many chances in life". I'm counting on the good Lord on giving me one more chance to get my act together. One of your favorite slogans that was on the north wall, "Where There's a Will There's a Way" has given me extra meaning in my life.

I'm determined to find a "way" and fulfill the slogan, "It's not the size of the dog in the fight but the size of the fight in the dog". Well coach, I'm determined to put the lessons you tried to teach me to good use and win this battle within myself. Someday, hopefully soon, after I get my priorities in life squared away, I'll come back down I-80 and stop by your office in person and say "hello". Right now I wouldn't want you to see me while I'm being rehabilitated. But believe me coach, I'll win this battle and get on with a productive life. I trust you will be proud. Wish me luck.

Your Friend,

John
(anonymous)

ACKNOWLEDGEMENT

THE MAN IN THE GLASS

When you reach your goal in the world of sports,
And you have worked the big game that day;
Just go to the mirror and look at yourself
And see what the man has to say.
For it isn't your family or friends or the coaches
Whose judgement upon you must pass;
The fellow whose verdict counts in your life
Is the one staring at you from the glass.
You may fool all the world down the avenue of years
And get pats on the back as you pass,
But your only reward will be remorse and regret,
If you have cheated the man in the glass.
Think about it.

Sincerely,

Author Unknown

ACKNOWLEDGEMENT

BLATNICK A TRUE WINNER

It doesn't matter to me that Jeff Blatnick did not win a gold medal at the Olympic Festival. It was unrealistic to think that he would, Olympic gold medal notwithstanding.

What matters, and what is most impressive, is Blatnick's attitude, his outlook on life.

There have been few more poignant moments in the history of the Olympics than that night in 1984 when Blatnick won the gold medal in the Greco-Roman competition at 286 pounds. It was a small triumph when compared with his victory over lymphatic cancer, but it was no less sweet.

In the years since that glittering night, Blatnick has been forced to wrestle with the disease again, undergoing another six months of chemotherapy and remaining inactive in wrestling for nearly 30 months.

But he came back, at 29, to wrestle again this week. He lost twice and was eliminated from the competition but his spirit was unbroken.

"Every athlete has his row to hoe," he told a wire service reporter. "This (cancer) was mine. I don't think about it. It's in my past. I compete as Jeff Blatnick, with no excuses to give. You take a three-year layoff, you have to earn the right to win again. I do best when I'm an underdog and this obviously makes me an underdog."

Perhaps, in his eyes. But not from here. A man with that kind of attitude, who plays the cards he's dealt without complaining or asking for favors, and beats all the odds is nothing if not a winner.

And when you contrast his outlook with that of so many of the egomaniacal, spoiled professional athletes who have everything laid out at their feet and are still sullen and demanding it makes you wish that for just one month, they would have to trade places with Jeff Blatnick.

Let them take the chemotherapy. Let them lie there on the table while a nurse probes for a vein which will accept the needle after the other veins have collapsed. Let them get up on the morning of a day they are scheduled for treatment and eat oatmeal for breakfast because they know that it is the easiest thing to throw up when they are hit by the inevitable nausea.

Let them do this for months on end with no guarantee that there will be a happy ending.

Then let's see if they can face life with the attitude of a Jeff Blatnick.

"I've still got a twinkle in my eye," he said. "I'll put my sweat out and if I do well or not, I'm happy. It's the life I've chosen for myself. I don't want to live my life in the past."

"There's a lot of ifs. If they turn out right, I can expect to live a long and happy life. I hope I can raise a family. I don't want to live under a cloud. I look at tomorrow like anyone else."

Or like everyone else should.

Ron Bracken
Sports Columnist

*Extracted from the Centre Daily Times, State College, PA, July 18, 1987.

TO THE READER

This manual is intended as a guide for both aspiring and veteran wrestling coaches in developing their personal technique (play) book. The impetus to assemble and share these descriptive and technical articles was enhanced during my study in June, 1983 at the Central Institute of Physical Culture and Sport Science, Moscow, U.S.S.R.

While studying sport (primarily wrestling) at the prestigious institute it was apparent that the primary reason for the tremendous success and popularity of wrestling in the Soviet Union was due to the fact that the Soviets teach sport (ex., boxing, judo, wrestling, etc.) as an academic discipline. This concept was further reinforced when during a study/travel seminar to Moscow, Pskov and Leningrad in June, 1984, I observed firsthand the teaching of wrestling in special sports schools, sports boarding schools and sports clubs. In July and August, 1985, I participated in seminars at pedagogical institutes and Institutes of Physical Culture and Sport in Leningrad, Kiev, Minsk and Moscow with Professional Seminars Consultants, and observed first-hand the preparation of physical education (culture) teachers. In August, 1986, I served as an educational leader at seminars and conferences at pedagogical institutes in Kiev, Moscow, Suzdall and Perm. I returned again to Leningrad, Kiev and Moscow as an exchange professor under the auspices of the Ministry of Education from October 30 - November 19, 1986. During this period I had the opportunity to

observe and teach in both the elementary and secondary schools. During June-July, 1987, I served as educational leader for Study Tours Internationale (STI) in conjunction with San Francisco State University (SFSU) at the Central Institute of Physical Education and Sport Science in Moscow. We had 110 students from North America studying in the departments of physical education, gymnastics, track-field, volleyball and wrestling at the world renowned institute. Again this past June-July, 1988, I served as educational leader for STI in conjunction with SFSU at the State Central Institute of Physical Education and Sport Science in Moscow. We had 63 students and educators from Canada, South Korea, and the U.S.A. studying in the departments of physical education, gymnastics, and wrestling at the institute. This was my 12th trip to the USSR to either study, conduct research or teach.

The Soviets interpret teaching and coaching as being synonymous. They believe a successful teacher is one who is intellectually serious, is self-resourceful, and humanly creative. They further believe the wise teacher of any subject, is one who makes an in-depth study of theory, technique and strategy of the subject. All teachers of wrestling are expected to share all tactical, technical and theoretical knowledge they have learned with both their students and peers.

Therefore, it is my desire in developing this "technique manual" to crusade for masterful teaching of the subject of wrestling and to share with my students the 32 years of experience in teaching this complex subject of wrestling technique.

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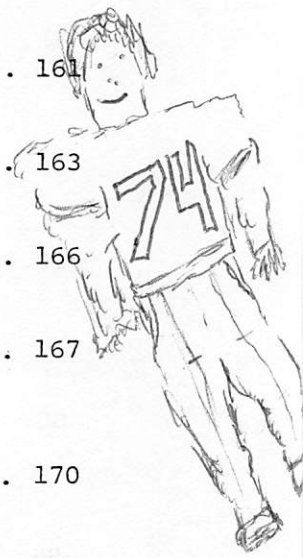

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*NOTE: Manuscript will be distributed during the specific lecture/demonstration class period.

I. INTRODUCTION*

This manual is designed for aspiring teachers of all levels of wrestling. It is the culmination of 33 years involvement in teaching and coaching wrestling at the interscholastic and intercollegiate level. In addition to serving as a head coach for 23 years, the author has also instructed wrestling in a physical education curriculum for nearly 30 years. During this period the author has taught wrestling activity classes in both the professional and general education curriculums, in addition to the advanced techniques of coaching wrestling classes. Also during this period the author has lectured at over 60 clinics throughout North America. During my 19 year tenure here at Lock Haven University, I have had the privilege to teach over 1,600 young men the fundamentals of wrestling in the wrestling activity course and another 500 aspiring coaches in the advanced techniques of coaching wrestling course. In addition, I also had the opportunity to coach nearly 800 young men at both the junior varsity and varsity intercollegiate levels.

Each of the descriptive articles contained in this manual was selected because it can be modified to be taught at any level. All of the technique described in these articles has been tested through action research. A successful teacher of wrestling must adequately modify wrestling technique according to the level he is teaching. Down through the years the author has also modified much of this wrestling technique in teaching freestyle, Greco-Roman wrestling and even judo.

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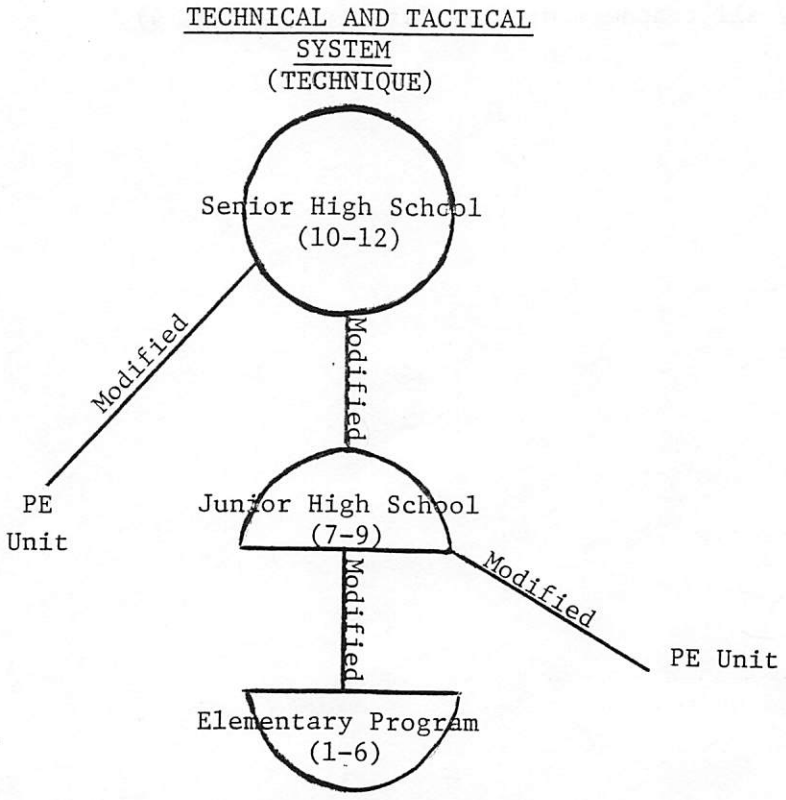
*This section will be completed for the seventh draft copy, 1989.

Playbook

This manual is an example of a wrestling 'playbook'. Every teacher of wrestling must develop his own system of teaching offensive and defensive wrestling technique. A common error I have observed is that the teacher of wrestling often attempts to teach a unit on wrestling or coach a team without a specific 'system'. The 'system' must be included in a 'playbook' and be conducive to meeting the aims and objectives of the program. The particular system utilized should be consistent (with limited modification) throughout the entire wrestling program. The system should come under the supervision of the head coach at the highest level. It must be continually evaluated and kept current. In actuality the 'playbook' utilized in wrestling should parallel in importance those used by interscholastic and intercollegiate football coaches. We all recognize the football 'playbook' is a vital instrument.

An example would be the following schematic:



Science an Art

The author perceives wrestling as a science-based academic discipline. Those individuals who elect to teach wrestling as a vocation are involved in the most noble of all professions, teaching. The author personally believes the teaching of wrestling technique is paramount to success, but also acknowledges that other factors cannot be underestimated. Many of the finest teachers of technique are not considered successful coaches by their peers because of their lack of 'all-around' knowledge of their profession. Likewise some of America's outstanding wrestling teachers had a limited background and knowledge of technique prior to entering the teaching of wrestling profession. The aspects of carry-over and transfer of learning must not be ignored. The study of wrestling principles is never ending. Hence the author perceives the teaching of wrestling as an art.

The following subfields of Physical Education and Sport must be thoroughly examined by all teachers of wrestling: (See Page 4)

PHYSICAL EDUCATION

1. Philosophy of Sport/Physical Education/Wrestling (Realism, pragmatism, etc.)
2. History of Sport/Physical Education/Wrestling
3. Sport Sociology (SIX SES)
4. Sport Psychology (Behaviorism, Gestalt, etc.)
5. Motor Learning/Human Performance
6. Kinesiology/Biomechanics
7. Exercise Physiology (Human functions under stress of muscular activity)
8. Sport Medicine (Athletic Training)

Also a working knowledge of the following administrative tasks and functions are necessary:

1. Establishing departmental/team policies
2. Personnel administration
3. Program administration
4. Purchase and maintaining facilities
5. Purchase and care of equipment
6. Budget and finance
7. Public relations
8. Office/staff management
9. Evaluation of pupil, staff and programs
10. Legal liability and insurance management

Finally, the organization and administration of any successful academic program is dependent on a multitude of complexities of which unit and lesson (practice) planning is paramount.

Terms

The following are just a few of the general terms that should be included in the vocabulary of every teacher of wrestling:

academic discipline -
administration -
athletics -
coaching -
combatives -
complex motor skills (CMS) -
continuous concept sequencing (CCS)/whole learning -
curriculum - all those things that take part in the exercises of the school
discrete concept sequencing (DCS)/part learning -
foundation discipline -
health -
modeling (imitation learning/role playing) -
multiple concept sequencing (MCS) -
physical education -
profession -
recreation -
single concept sequencing (SCS) -
sport -
teaching -
traditional instruction -

Solving Problems

Teachers of wrestling are confronted with numerous problems on a day-to-day basis. Problems in weight cutting/control, skin infections, cauliflower ear, elimination procedure, practice formats and a multitude of other problems must be solved on an individual basis almost immediately. The old adage that, 'he who hesitates is lost' is especially true in the teaching of wrestling. The author has found the following five-step approach to solving a problem to be the most effective:

1. Define the problem
2. Formulate your hypothesis (calculated guess, hunch)
3. Collect, organize and analyze your data
4. Accept, reject or modify your hypothesis (Step #2)
5. Formulation of conclusions

Foundations

The curriculum and its foundations occupy a prominent position in the field of education. It is important that teachers of wrestling can intelligently

discuss the activity from each of the following five foundations:

[1] Historical (ex., trace the history of wrestling)

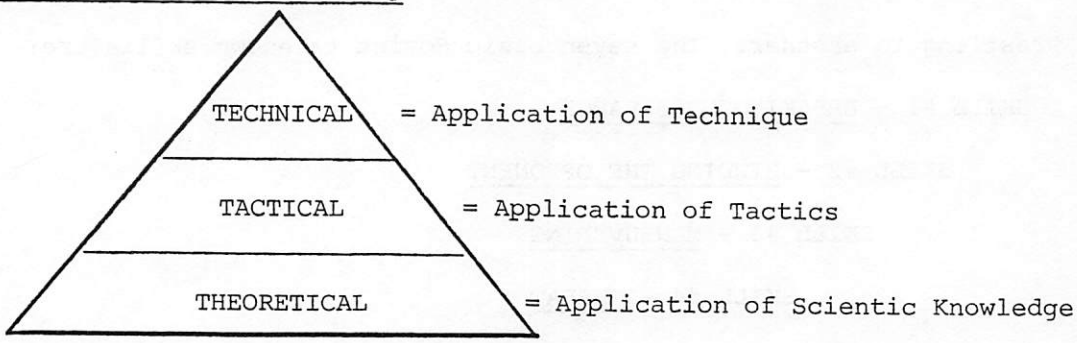
[2] Psychological (ex., major theories of learning...Behaviorism VS Gestalt Theory)

[3] Sociological (ex., six socio-economic levels)

[4] Physiological (ex., skin-fold test)

[5] Philosophical (ex., idealism, pragmation and realism)

Academic Structure for Wrestling



Summary

The teacher of wrestling must be foremost an EDUCATOR. His responsibility must extend beyond the teaching of technique. He must be cognizant of the constant changes that are taking place in this complex sport. In addition to being a disseminator of knowledge, the teacher of wrestling must serve as a role model, motivator, and above all be consistent in dealing with human nature. (This section will be completed for the seventh draft, 1989.)

II. TAKEDOWNS

This section of the 'playbook' is concerned with the most important phase of wrestling, the 'takedown'. However, before actually teaching a specific takedown series a student must be introduced to both the Soviet Tactics (Yarovinsky, 1983) or the U.S. Wrestling Federation (USWF) Seven Basic Skills (Combs, Frank, 1980). Because the Soviets utilize a standardized system called the "United Classification Scheme of Principle Techniques in Wrestling Events" (freestyle, Greco-Roman, Judo and Sambo) their system has positive 'carry-over' and 'transfer of learning' value from one style of wrestling to another. The seven basic Soviet takedown skills are:

SKILL #1 - BREAKING OF BALANCE

SKILL #2 - BINDING THE OPPONENT

SKILL #3 - MANEUVERING

SKILL #4 - THREAT

SKILL #5 - REPEATED ATTACK

SKILL #6 - DOUBLE DECEPTION

SKILL #7 - CHALLENGE

However, I personally prefer a 'modified version' of the USWF National Training Program system designed to provide coaches and students with a sequential approach to learning and executing the fundamentals of successful takedown wrestling. I cannot overemphasize the importance of mastering these skills in order. The seven skills fall into three major categories--- Posture (Skill #1), Motion (Skills - #2-#3-#4), and Lifting (Skills #5-#6-#7). However, I prefer to modify this sequence by eliminating SKILLS #6 and #7 and substitute COVERING as my Skill #6. These six basic takedown skills must be memorized. They are:

SKILL #1 - POSTURE

SKILL #2 - MOTION

SKILL #3 - CHANGING LEVELS

SKILL #4 - PENETRATION

SKILL #5 - LIFTING

SKILL #6 - COVERING (blanketing)
(replaces backstep)

SKILL #7 - BACK ARCH
(eliminate)

You should utilize various set-ups to create favorable conditions for your techniques.

TACTICS

By Ed Yarovinsky
Former USSR Coach

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

A wrestler may utilize various set-ups to create favorable conditions for a particular technique. The seven set-ups most frequently employed are: the breaking of balance, "binding" the opponent, maneuvering, threat, repeated attack, double deception, and challenge. No definite sequence is imperative and each method may be used separatley or in combination.

1. The Breaking of Balance. By jerking, pulling and pushing the opponent, a wrestler may succeed in breaking his adversary's balance. Once this is achieved, the opponent partially loses his ability to defend himself and must concentrate his efforts on retaining his balance. The attacking wrestler should capitalize on his opponent's vulnerability by using a sequence of several forceful and tenacious movements. By so doing, he will create favorable conditions for several other techniques.

2. "Binding". By "binding" his opponent's hands, arms, neck, or a combination of these, a wrestler limits the scope of the opponent's actions and almost eliminates the possiblity of attack. "Binding" also forces the opponent to concentrate his attention on breaking free from the control. This is a favorable condition and can be used successfully in all phases of wrestling.

3. Maneuvering. Maneuvering involves changing one's position on the mat and actively capitalizing on the opponent's tie-ups. The attacked opponent concentrates on the movements of the other wrestler, tries to either maintain control or give it up and attempts to maintain a certain distance and stance while changing his position. By maneuvering properly, a wrestler may force his opponent to either move in a favorable direction or to remain stationary. Maneuvering can distract the opponent's attention, can give the wrestler time to find out his opponent's intentions, can avert his opponent. By maneuvering, a wrestler can create conditions favorable for applying certain techniques and for solving tactical problems encountered during the match.

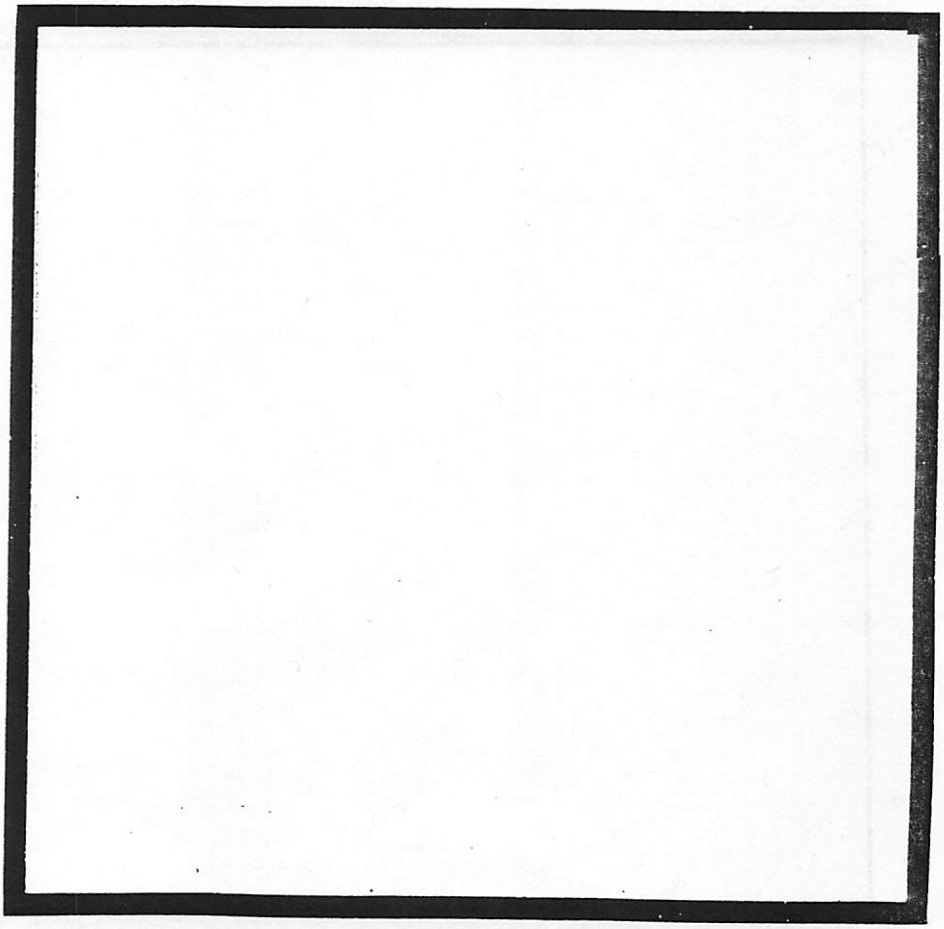
continued page 12

Coaching Tips-Tactics continued

4. Threats. Threats are deceptive movements aimed at grabbing a certain part of the opponent's body. If the opponent reacts defensively, the wrestler must quickly grab a different part of his body. For example, if a wrestler attempts a collar tie-up, and the defendant raises his head to protect it, his body and legs are left vulnerable to attack. A threat can open the opponent's defense, can make him take a certain stance or position, and can produce a particular reaction. The wrestler must be aware, though, that the opponent can react by attacking. Therefore, the wrestler must be very attentive.

5. Repeated Attack. In a repeated attack, the wrestler uses the same technique a second time. First, the technique is carried out in less than full effort, enabling the opponent to defend the technique easily. This will delude the opponet into thinking that the technique is easily defended. The second attack must then be carried out using maximum effort. If the opponent reacts with less than full effort because of the previous attempt, the technique will be successful.

6. Double Deceit. In double deceit, a wrestler hopes to deceive his opponent into thinking that the real technique by which he wants to succeed is a false alarm which needs not require an adequate defense. If such a deception is attained, a wrestler will conduct the same technique again, but this time he will use full force. Double deceit differs from repeated atttack only in that the wrestler employs two different techniques. After having convinced an opponet that the first technique was a bluff, a wrestler imitates the carrying out of the second technique in order to deceive his opponent into thinking that



the second technique will actually be carried out. This creates a favorable condition for the wrestler to employ the first technique successfully.

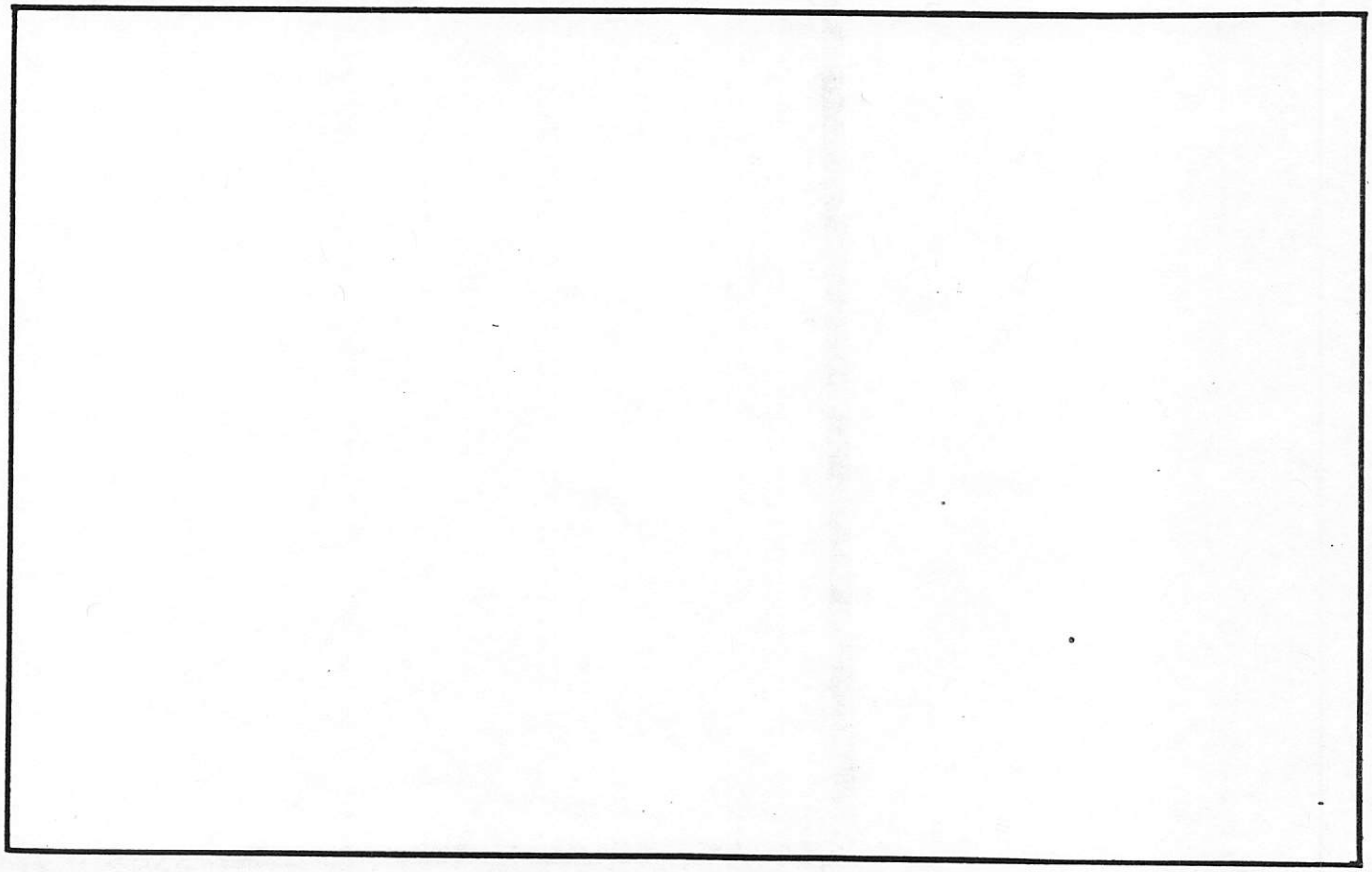
7. Challenge. Challenge prepares the ground work for conducting counter-techniques; it also forces the opponent to switch to active participation. It is based on the utilization of stances which convince the opponent that conditions favor attack and active participation. Such provoked attack must be promptly answered by carefully prepared techniques and counter-techniques. The wrestler who uses challenge must have quick reactions, must be able to move fast, must be resolute, and must have very good counter-technique. Delays and indecisiveness will enable the opponent to attack successfully.

Tactical Combinations

Combined application of various techniques is based on the assumption that a wrestler's first technique will be answered by his opponent either with a defense or with a counter-attack which the wrestler immediatelly responds to with another technique. It may often happen that the first technique makes the opponent take a stance favorable for carrying out the second technique.

Combinations are usually divided into three categories. The first category can be expressed by the formula technique---technique. The first technique in this case produces favorable conditions for implementing the second. The formula for the second category is fake technique--defensive counter-technique--technique. In this case, the first technique is aimed at making the opponent either defend himself or counterattack so that a favorable situation is created for applying the next premeditated technique. The third category can be described as technique--defense--technique or technique--counter-technique--counter technique. The first technique of this combination is conducted in full force, and if the opponent uses defense or counter-defense, the wrestler quickly switches to the technique which is the most rational in the given situation. Past matches have attested to the fact that combinations in competition require high standards of physical training. As a result, all the combinations must be dilligently practiced while the wrestler is in the process of training. Using the first group of combinations requires great strength and flexibility, very good coordination of movements, and also the developing of such qualities as resoluteness and persistence. The second group demands quickness, very good reactions, self-assurance, initiative, and self-control. One must remember that the opponent does not always counter the wrestler's initiative with defense. Therefore, the wrestler who starts the combination with a fake technique must be very attentive and ready for any action. To master the third group, a wrestler must attain perfect knowledge of all the possible variants of defense and counter-defense, must master a whole set of various techniques, must acquire a very highly developed level of physical prowess and must attain stringent will power.

Especially favorable conditions are created as a result of the opponent's mistakes. An experienced wrestler, expecially the one who knows his opponet well, can almost always observe if the opponent has made a mistake or whether he is simply provoking him to take on a certain course of actions. The most important thing is to determine the mistake and to capitalize on it as quickly as possible. Experience reveals that most mistakes are made either near the edge of the mat, or when getting up from par-terre to a standing position, or when the strength of the opponent is either under-or over-estimated. The most opportune time for creating favorable conditions is when the opponent is tired because in such a state his attention, quickness and strength diminish to the point where he often becomes apathetic and careless. Other situations conducive to improving conditions exist when the



opponent is complacent, smug, distracted, depressed, timid, frightened, uneven, etc.

Tactics of Conducting a Match

Tactics of conducting a match are aimed at achieving a predetermined goal in a match by way of solving certain problems which arise during the match.

Each wrestler has a certain individual style of conducting a match which is characteristic only of himself but all wrestlers utilize the tactics of attack, counter-attack and defense. Attack is characterized by active participation by the wrestler who attempts to strike first. Non-stop attacks involve either a series of attacks or the implementation of spurt attacks--single attacks. The non-stop series of attacks is based on the wrestler's initiative, on the imposing of his will, on his pace, on situations convenient for him, and on poses and stances favorable for implementing various techniques and counter-techniques. The wrestler, by using this tactic, suppresses the will of his opponent by refusing to let him concentrate and prepare for active participation. This tactic requires endurance and will power.

Spurt tactics are separate attacks that use various swift-paced actions in the hope of creating conditions favorable for implementing some desirable technique. The suddenness and the pace of a spurt attack which lasts for 15-20 seconds are aimed at stunning the opponent and distrubing his defense. This tactic can also be conducted at a different pace. It requires skillful coordination of one's movements and an instant result.

The tactic of counter-attack is characterized by answering and countering all the moves of an opponent. The wrestler creates a certain situation which entices his opponent to act. The wrestler then forestalls his opponent's actions with a counter-technique. This attack requires quickness of reaction, self-assurance and courage. It should not be used if the opponent counter-attacks.

A wrestler's defense involves constant use of defensive actions intermingled with simple counter-attacks which are aimed at capitalizing on the gross mistakes of the opponent. The use of this tactic requires great self-control as well as a good knowledge of defense; otherwise, the wrestler quickly makes his intentions clear to the opponent and receives a warning from the official. That is why attack becomes necessary. The modern level of wrestler's professionalism requires a very detailed laying of ground work before conducting a match with any opponent. Thus, a tactical plan of each match should be made beforehand in which each of the following must be determined: the goal of the match, means the ways of acheiving it, types of tactics and their combinations, distribution of one's strength by periods of the match, and possible variants of modifying the plan. One's own qualities must be objectively compared with the qualities of the opponent. If the opponent is unknown, reconnaissance must be conducted during the match. Each plan of the wrestler must have a goal which may be achieved by general means. Determining the goal depends on the character and the type of competitions, the opponent's strength and experience, and the plan one hopes to attain. Means and ways of achieving the goal are determined by technical and tactical factors, physical qualities and capabilities, and the opponent's will power. Achieving the goal involved choosing basic means of tactical preparation in the conducting of certain techniques, in the kinds of tactics and in the ways of applying them. It is advisable to foresee the tempo of the match and its variants, as well as one's choice of stance and distance. The carrying out of the tactical plan depends foremost upon the wrestler's determination and confidence. A wrestler must be creative in carrying out a plan; he should not, without

taking into account the actual situation, blindly follow any plan.

One should not forget that tactics require the quick and reasonable implementation of all the means possible that help solve the problem which are obstructing the achievement of a certain aim. Minute breaks should always be used not only for rest, but also for analyzing one's plan and making all the necessary corrections. Therefore, if in the first period of the match the carrying out of the plan has been complicated by anything, and, for some reason, has been prevented from being changed, defense should be used. Later, during the calmer atmosphere of the break, the match can be better analyzed. During such a time, the wrestler's coach must be of great help to him. Attention and tactical thinking play an important role in realizing a tactical plan. In any case, whether the plan had been fulfilled or not, it must be analyzed after the match so that all the mistakes that had been made can be marked and avoided in the next match.

The pre-match state of the wrestler also has a profound influence on whether he succeeds in realizing his plan or not. It is quite possible that a very good and properly constructed plan will not be carried out because of the negative emotional state of the wrestler. This must be taken into account and everything possible should be done to eliminate these negative responses.

Tactics of Participating In Competition

This tactic is aimed at winning by using all the means available while taking into account the actual circumstances. Based on his actual capabilities, each wrestler sets a goal of reaching a certain place in the competitions; simultanously, however, he must always also aim at attaining the first place. This is the main goal and all factors must be attuned to gaining it. Hence, the wrestler must:

1. Know all the rules and regulations concerning the competitions.
2. Know his opponents well, and know their capabilities in these particular competitions.
3. Distribute his strength for all the days of the competition.
4. Carefully watch the competitions and analyze the results of all of his opponents.
5. Determine the best routine for keeping down one's weight and for acclimatization.

Knowledge of rules and regulations allows the wrestler to know situations and to take into account all the possible variants of competition results. Coming to know one's opponents will enable the wrestler to both make a good tactical plan of matches and to foresee possible results of opponents both in separate matches as well as on the whole. Correct distribution of one's strength during the competitions determines to a great extent the wrestler's success. The wrestler must divide his use of energy in each match in such a way as to achieve the best results without using unneeded resources.

The wrestler must closely watch the running of the competitions and should objectively evaluate and analyze both his results as well as those of his opponents. This will allow the wrestler not only to know of the events, but also to make further plans for improving his future performance at competitions. This must be done even in those cases when the wrestler is out of the competition so that he can acquire experience for his future competitions.

Sound weight watching will free the wrestler from many troubles during the competitions and will create better conditions for wrestling. Unlike the tournament competitions, tactics of performance in matches - consists mainly of the wrestler using all his abilities to attain his goal.

Coaching Tips

The more you know about strategy, the more capable you will be in creating situations to execute your favorable holds against your opponent.

STRATEGY

By Stan Dziedzic

The strategy of carrying out a particular hold depends on a wrestler's acquired knowledge, his ability to take advantage of a favorable situation, and his ability to create such favorable situations through proper set-ups. The more a wrestler knows about strategy, the more capable he will be in creating situations to execute his favorable hold against his opponent, and the more points he will be able to score with investing a smaller amount of energy and strength. In fact, it is the strategy that mainly determines the efficiency of the technical solution applied by the wrestler. Even the simplest hold can represent a very efficient weapon during the match if tactfully set up and efficiently performed.

Stan Dziedzic

Mastering strategy is closely related to the technical, physical and psychological preparation. A wrestler's technical development gives rise to new strategic maneuvers and provides the possibility for further strategic improvement in the sense of introducing wrestling changes and innovations.

Technique, however, is a fundamental tool of strategy and a prerequisite for the execution of strategical tasks. For this reason your mastery of strategy depends on the technique you have acquired. The richer the range of a wrestler's technical knowledge the easier for him to impose his favorite position and select the best possible time to attack. Constant improvement of a wrester's technical knowledge is a prerequisite for

(Continued Page 11)

MORE Strategy

the mastering of strategy. An impoverished technical arsenal extremely restricts the possibilities for a wrestler and makes his actions monotonous. If a wrestler is only able to perform one or two holds it is very difficult for success in international competition. Once the foreigners learn what those few technical skills are it will be difficult to execute them again. The effect of surprise is effective only for the first time.

DEFENDING YOURSELF

There are three areas, or phases, of technical preparation. Your attacks from the standing and ground position, and your ability to prevent your opponent from attacking you. If a wrestler is not good at defending himself he is very likely condemned to defeat since he will be unable to conceal his weak points. It is equally important for the wrestler to know how to remain on the mat and move with ease and act without unnecessary strain and effort. Those wrestlers who are not able to freely move on the mat in all directions are not in a position to perform various holds and strategic actions.

Your strategic possibilities are also limited by your physical abilities. Highly developed speed, strength, dexterity and endurance enable a wrestler to select at a given moment the most appropriate way to secure a hold. For example, a wrestler with good endurance is able to execute an appropriate attack on the opponent in any tempo of the match, and also is able to take advantage of all strategic possibilities during the entire tournament. Your wrestling strategy can change as a result of a development of physical qualities. On the other hand, a more detailed knowledge of wrestling strategies contributes to a better manifestation of your physical qualities. For example, the speed with which the wrestler performs a given hold and the strength he manifests during the hold greatly depends on his ability to assess strategically even the slightest change in the situation.

If you are insufficiently prepared psychologically you will be too worried before your match. In such cases you lose self-control and the ability to make appropriate strategic combinations. As a result of this, your actions are limited and you are unable to correctly assess the situations and constantly are late in reacting. If you are nervous, lack determination, or are obstinate, you will be late in your reactions and will be unable to correctly concentrate your efforts. A wrestler afraid of dangers and obstacles

(Continued Page 12)

is usually a prey to the strong will of his opponents.

In order to be able to implement your many sided strategies and holds, the wrestler should be courageous, active, and full of creative intelligent initiative. During the match it is up to the wrestler alone to solve various technical problems and fulfill various technical tasks. In order to follow the right course within a match situation, to rapidly decide the most appropriate solution, to react correctly and on time to all changes, the wrestler must be able to think logically and anticipate mentally his every strategical maneuver. Strategically thinking should be based on quick estimation of the situation. It is particularly indispensable to be able to think quickly during a move. For this reason it is necessary to acquire, even to the point of automation, all stages in the performance of a given hold in order to make a quick assessment of a given situation and take appropriate steps. The ability to anticipate a given situation is the most important feature of strategical thinking. To anticipate and visualize the picture of a future action and its main feature is the ability on which the successful hold greatly depends.

The ability for a wrestler to think in this way depends on his knowledge of wrestling. It is necessary to be able to recognize the qualities of the opponent, be able to read his thoughts and anticipate his actions. The wrestler who is able to read the thoughts of his opponent and anticipate with the highest degree of probability enhances his own possibilities in a given situation. The actions of his opponent are then not unexpected and sudden to him, which means they will not be as effective. On the other hand, it is not always possible to anticipate everything. During a match unanticipated situations may arise and unanticipated obstacles imposing the need to change the preconceived plan. Very often the wrestler has to cope with the fact that his opponent will defeat his plan and for this reason it is of great importance to develop in a wrestler the flexibility of strategical thinking. The only guarantee of success is the creative approach to the solution of a given problem. The ability to think and the adversity of an execution and a constant discovery of new ways and techniques.

There are several ways of developing the strategy – the use of training camps and many clinics; match experience; use of video tapes for scouting your opponents and developing new techniques. In every workout in your wrestling room or at a training camp you should be figuring out how to stop everything that your workout partners attempt. You should be evaluating the most successful wrestlers and adapting to your style the qualities that make them successful. At many clinics you should try to acquire as many high percentage techniques as possible and go back and work on them until you fit them into your style. You should wrestle in competition as much as pos-

(Continued Page 13)

MORE Strategy

sible, trying to find the techniques that will be successful against the best wrestlers. You should be using video tapes to learn new techniques and to scout your opponents.

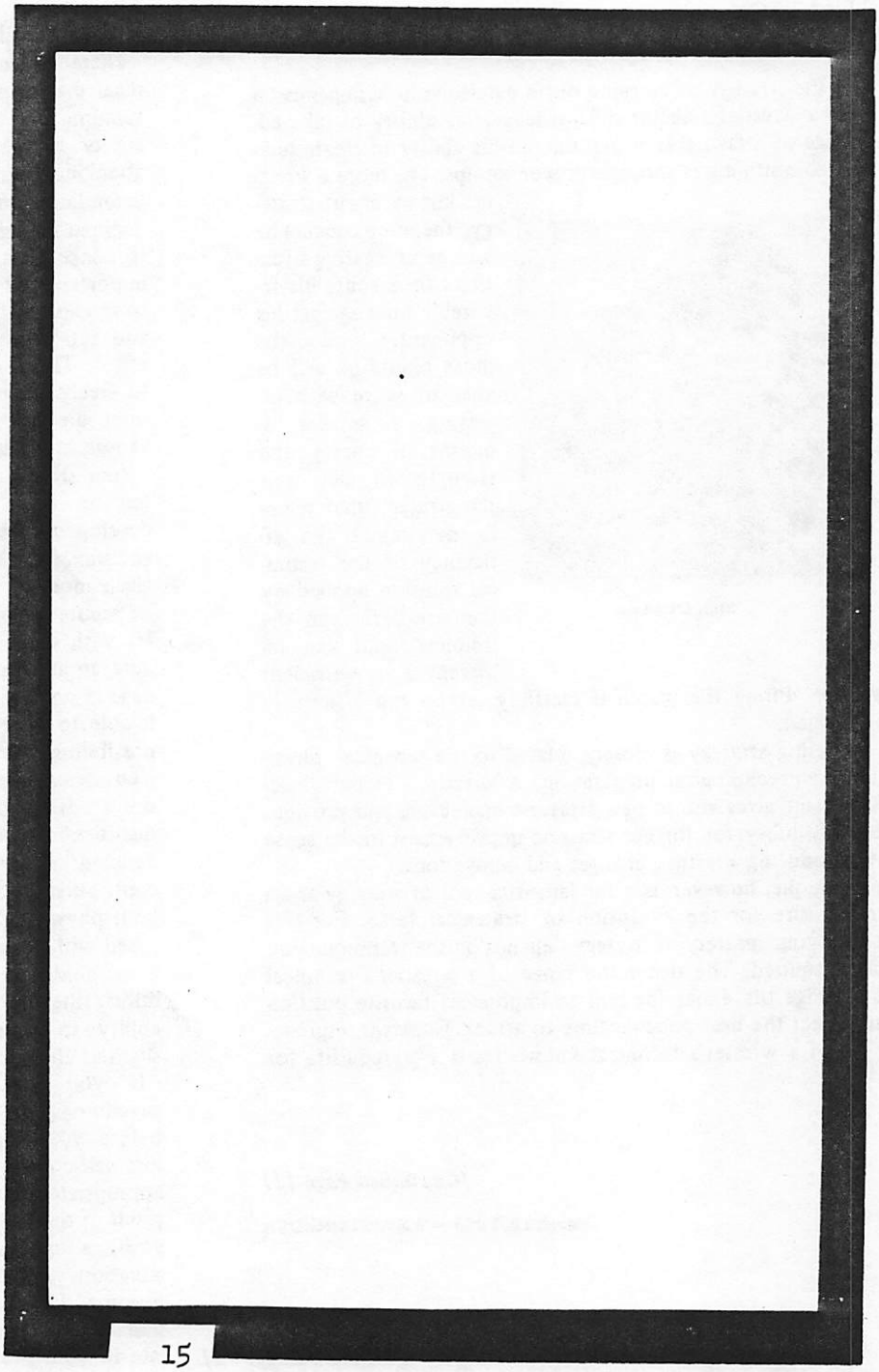


FIGURE 1

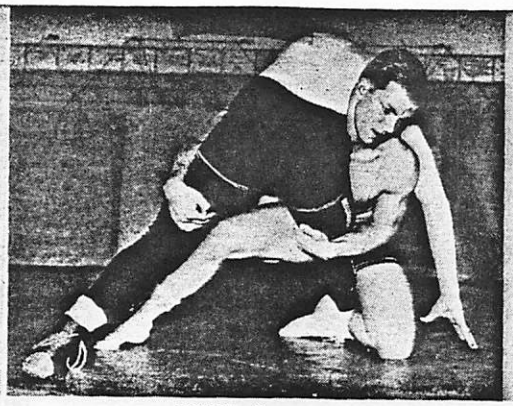


FIGURE 2

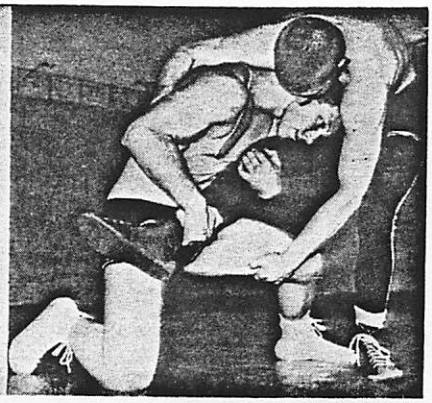


FIGURE 3

SIX BASIC TAKEDOWNS

By KENNETH M. COX

Kenneth M. Cox is assistant professor of health and physical education at St. Cloud College, St. Cloud, Minnesota. He holds a B.S. degree from East Stroudsburg, Pennsylvania, State College, a M.S. from the University of Washington and a M.A. from San Fernando Valley State College. Cox was a finalist in the 1956 U.S. Olympic Trials in both freestyle and Greco-Roman wrestling. His St. Cloud wrestling team finished third in the 1965 National (NAIA) Wrestling Championships in Terre Haute, Indiana

AFTER witnessing the 1963 N.C.A.A. Wrestling Championships at Kent, Ohio, and particularly watching Bucky Maughan of Moorhead State College defeat Colorado State University's Gil Sanchez in the 115 pound final, evidence still indicates that the takedown is the most important single maneuver in wrestling. I also had the pleasure of watching Bucky win matches in the Pennsylvania State High School Wrestling Championships at Pennsylvania State several years ago. He has the reputation of utilizing only a few takedowns, but using them to near perfection. Most coaches will agree that the takedown is fundamental to winning wrestling. Teaching a youngster to administer a few takedowns well is much more advantageous than having him learn a great many and doing none of them well. Perfection should be the ultimate goal in takedowns.

Probably the most effective and most utilized takedown is the double leg tackle. From the basic double leg tackle position, there are several basic variations as there are in most any takedown. In addition, the double leg tackle is a natural for youngsters with a football background. (In the following photographs, the offensive wrestler wearing the shirt and trunks will be referred to as man "A". The defensive wrestler, wearing tights, will be referred to as man "B".) For beginning coaches and competitors, we teach the takedown as follows:

From either the open or closed stance, "A" drops deep and under "B", while simultaneously clasping "B" around the thighs (figure 1). "A" keeps his head on the same side, his foot is up on, using his head and neck

(Continued on page 64)

FIGURE 4

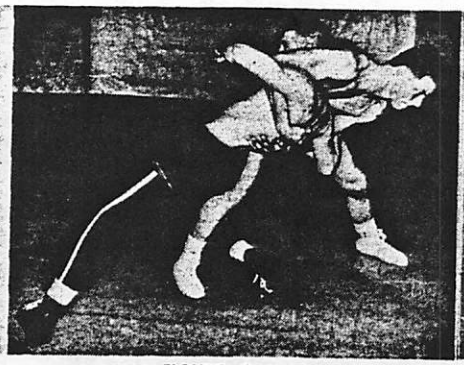


FIGURE 5

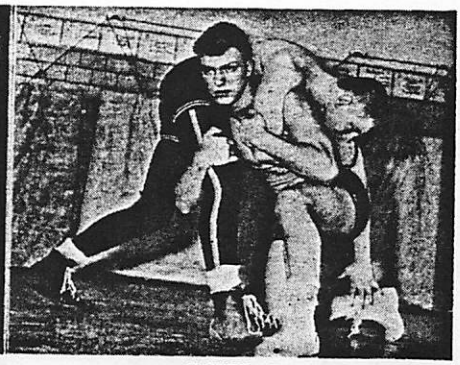


FIGURE 6

SIX BASIC TAKEDOWNS

(Continued from page 63)

as a "bull neck", or additional lever. From this position "A" lifts and straightens up his back, taking "B" to the mat in the same direction "B" was facing. "A" actually twists "B" while relating on his right knee, (or knee on mat) when lifting and taking "B" to the mat. "A" can complete the maneuver in a very good leg-ride position.

Another basic takedown in the single-leg tackle (figure 2). "A" drops deep and under "B" as if attempting a double leg tackle. From this position "A" tackles "B" with his outside leg (leg on same side as head). "A" clasps "B" thighs with arm and drives against "B" leg at kneecap or midsection with shoulder, knocking "B" back on buttocks. "A" is in good position to maneuver "B" into a pinning position.

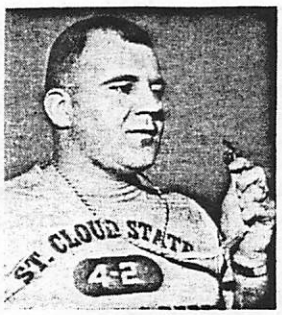
An exceptional takedown in the single leg pick-up (figure 3). "A" drops deep and under "B", with his right knee and right hand at or inside "B's" right foot. As "B" pulls foot back, "A" comes up off right knee and drops on left knee pivoting and hooking "B's" to the mat with right leg. When "B" is right ankle from the right flank with his left hand. "A" lifts "B's" right leg forward and up, keeping his head inside "B's" right thigh, and tripping "B" to the mat with right leg. When "B" is taken to the mat, "A" is in good position to score a near fall or pin utilizing a half nelson and crotch or a regular cradle.

From the closed stance, the cross-ankle pick-up is an excellent takedown maneuver, (figure 4). Both wrestlers are in the collar and bicep tie-up position. "A" moves to his left and drops to his right knee baiting "B" to step across and too far forward with his left foot. "A" keeps pressure on "B's" neck and reaches for "B's" left ankle. "A" grasps "B's" ankle and pulls forward and up, while pulling down on the neck. "A" has forced "B" to fall on his left hip and into a pinning or cradle position. If you can teach your wrestlers to develop the proper timing to position his opponent's left leg and reach the ankle before his weight has shifted to that leg, you have developed a very good takedown maneuver for your wrestlers.

The double arm-bar is an excellent maneuver attacking your opponent above the waist, (figure 5). "A" drives both of his arms inside and under "B's" arms with "B's" neck under "A's" armpit. "A" keeps his feet spread and well back so "B" will be forced to carry "A's" weight. "A" quickly pulls up under "B's" arms, straightening up "B", and then drives his hands across "B's" back, (but not clasping hands or allowing them to touch), and steps behind "B's" right leg with his right leg in a tripping action. As "A" drives "B" to mat, he can move into various pinning combinations including the bar lock and double grapevine, or reverse half nelson and crotch by moving across his opponent's stomach. "A" is not allowed to clasp hands until "B's" shoulders are parallel to mat.

The Sixth basic takedown is the widely used "fireman's carry" which has several popular variations, (figure 6). The variation we use is very basic. "A" ties up with "B" with the collar and bicep hook-up. As "B" drives against "A", "A" drops deep and under "B" keeping a tight grip on "B's" right tricep. "A" drops so that his right knee is just inside of "B's" right foot with his right arm around "A's" right leg (thigh). From this position "A" pulls "B" over his back with his left arm, and drops on his left buttocks rotating counter-clockwise and driving "B" off his back and down on the mat. From this position "A" has "B" in an ideal pinning position by moving out at right angles. This maneuver takes considerable practice. Like all takedowns, the wrestlers must learn to apply the hold from either the left or right side.

From these basic six takedowns there are numerous variations which can be attempted. Because of differences in physical structure, speed, coordination, and strength, individual wrestlers will utilize the various takedowns to suit their own needs. A wrestler must gain confidence on his feet, and the best way for him to gain this confidence is to master several takedowns so that he can utilize them in any situation and against any opponent. Remember, speed and technique are essential. ■



KEN COX

double-leg tackle series

by Ken M. Cox / Head Wrestling Coach, St. Cloud College, St. Cloud, Minn.

MOST HIGH SCHOOL and college coaches stress the importance of "chain wrestling" (moving from one hold to another) especially from the defensive mat position. After watching the top collegiate and Olympic wrestlers compete this past year at the N.A.I.A., N.A.A.U., N.C.A.A., and Final Olympic Trials, I was convinced that "chain wrestling" from the feet or neutral position is essential in championship wrestling.

In the past our wrestlers would make one honest attempt at a particular takedown maneuver, then if not successful, pull away from the possible counter and prepare to start again. This limited the number of takedown possibilities and didn't help us instil the offensive philosophy within our wrestlers.

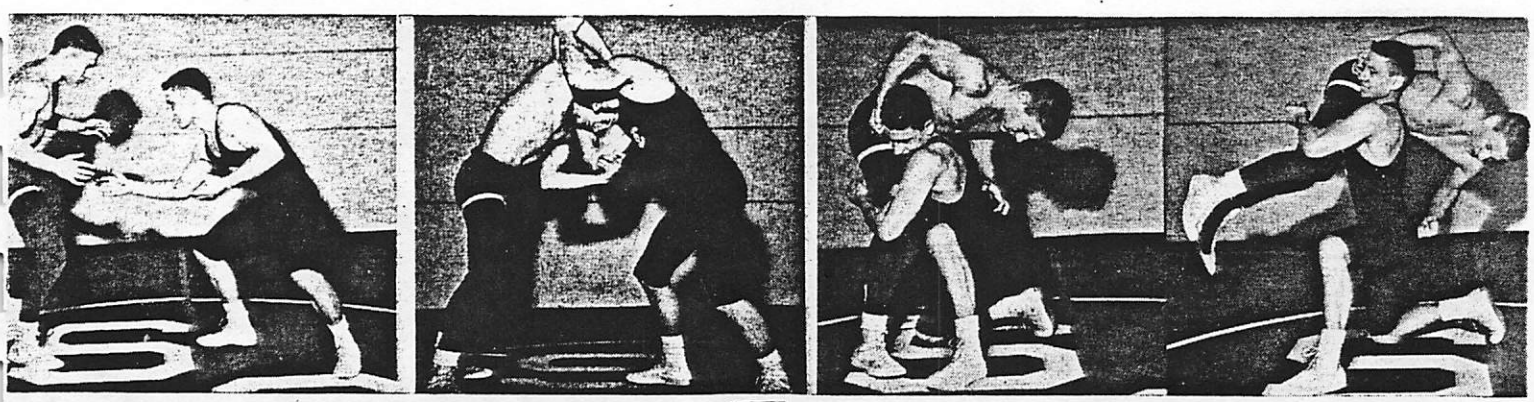
Demonstrating the "Double-Leg tackle" series is our twin combination, Jim and Dave Hazewinkel. Dave the offensive wrestler wearing the jersey, will be referred to as "A." Jim the defensive wrestler and not wearing a jersey will be referred to as "B."

Both of these wrestlers eliminated each other in the fifth round of the U.S. Final Olympic trials this past summer. Jim had accumulated four bad marks and Dave five (six eliminates a wrestler) when they met in their crucial fifth round match. The twins wrestled to a 2-2 draw, each collecting two bad points and thus were eliminated from further competition. Actually if Jim would have decisioned Dave he would have placed no less than second. Dave had to pin Jim to garner the alternates spot. As it ended Jim placed fourth and Dave fifth in the 114.5 pound class. Both boys were extremely disappointed but are already setting their sights on the 1968 Olympic trials.

Under our new system, when a wrestler, either from the open (1) or closed (2) stance, goes in for a "double-leg tackle," he has four options in the event he can't score with this fundamental takedown. We stress being offensive minded from the feet, and shooting for a takedown at least every 12 to 15 seconds. However, we don't want our wrestlers to get careless, hence, we constantly stress technique and speed.

Because we believe it is one of the fastest and most effective takedowns, we first try to complete the "double-leg tackle." From either the open (1) or closed (2) stance, we try to maneuver to get in and under our opponent as deeply as possible. Impress the importance of the "knees first, back straight" position when dropping in under your opponent (3). "A" goes under as deeply as possible and tackles "B's" thighs by bringing up the leg on the same side as "A's" head. From this position "A" must explode lifting "B's" body up perpendicular to the mat so that "B" loses contact with the mat (4). "A" should use his tripod leg, his head and neck as a bull neck, and clasp "B's" thighs tightly to drive "B" to the mat in the same direction as he was

(1) (2) (3) (4)



KEN COX, 31, was appointed assistant professor of health and physical education, head wrestling, assistant football, and trainer at Saint Cloud, Minnesota, State College in August, 1963. A former three-sport star at both Bethlehem, Pa., High School and East Stroudsburg, Pa., State College, the popular mentor has a wealth of coaching experience. While in the service he coached the undefeated Fort Ord, California, Army wrestling team, and coached an undefeated prep wrestling team at Simi Valley, California, High School. His college coaching includes winning seasons at the University of Washington (frosh); Eastern Oregon College; and, Michigan Technological University, prior to coming to St. Cloud. Ken's current lifetime coaching record is 85-27-2. Last year's "Huskie" mat team finished fifth in the National (N.A.I.A.) Championships, and three of the "Huskie" wrestlers, Dave Hazewinkel, 114.5; Jim Hazewinkel, 114.5; and, Larry Heiniemi, 191.5, placed in the final U.S. Olympic Greco-Roman wrestling trials this past August in New York City. In addition to having a B.S. in Health Education, the youthful coach has an M.A. in Elementary Education from San Fernando Valley State College, and an M.S. in Physical Education from the University of Washington. He is currently working summers on a Ph.D. Coach Cox has been a contributor to Coach and Athlete on two other occasions (Fireman's Carry Series, March, 1964; and, Whizzer Series, February, 1963), and has lectured at numerous clinics and workshops throughout the U.S. A former finalist in the 1956 U.S. Olympic Wrestling trials in both freestyle and Greco-Roman, Ken is in great demand as an after dinner speaker.

originally facing. One of the important things for the offensive wrestler to always remember, is that he should never put his head between the defensive wrestler's legs when attempting a "double-leg tackle." Always remember that the offensive wrestler should try to keep his head up. From the moment "A" begins to shoot for the "double-leg tackle," until he has completed the maneuver, he should never hesitate or stop, but be in continuous offensive movement. Don't forget, if you hesitate or stop when attempting a takedown, you make it easier for your opponent to counter your offensive maneuver.

Our first variation from this basic "double-leg tackle" is a maneuver which we call the "single-leg tackle." When "A" gets in deep and under "B" but cannot take "B" to the mat with the basic "double-leg tackle" for various reasons, he can still keep this basic position and "single-leg tackle" his opponent. "A" uses the tripod leg on the same side as his head and sweeps the tripod leg around "B's" inside leg (5), keeping both arms around "B's" legs and using the interlock grip with the hands drives his opponent straight back (6). "A" must drive hard into "B" inside leg in order to make this maneuver successful. "A" should also use his shoulder and drive hard off of the back foot, by staying off of his right knee and up on his toes, exerting pressure against the kneecap or patella of "B's" right leg.

The second variation of the basic "double-leg tackle" series is what we call the "sit-thru." "AA" utilizes this when he is in deep under "B" but cannot complete the "double-leg tackle." This maneuver works best when "B" is driving into "A" and his body weight is against and over "A." From this position "A" sits thru with his right leg (7) between his left leg and "B's" right leg. While "A" sits thru and deep, he clasps "B's" thighs firmly to keep control. On the "sit-thru" phase "A" must utilize "B" momentum and body weight. "A" releases his firm grip around "B's" legs on the "sit-thru" to allow him to come in behind "B" (8), always gaining control first, and then going for the fall.

The third variation of the basic "double-leg tackle" is the low "fireman's carry." From the basic position "A" reaches up and grabs "B" right elbow (9). From this position "A" sits back on his left buttock and rotates counter-clockwise taking "B" to the mat on his back (10). "A" must remember to keep a tight grip on "B" right elbow and pull "B" over the top of his back using "B" momentum to take him to the mat. "A" must whip his right arm around "B" left hip. This entire maneuver must be fast and explosive. "A" must always remember that body position (11) after the initial takedown is vital. When you take your opponent to the mat stay at right angles to prevent a reversal. Also remember to keep control, and always

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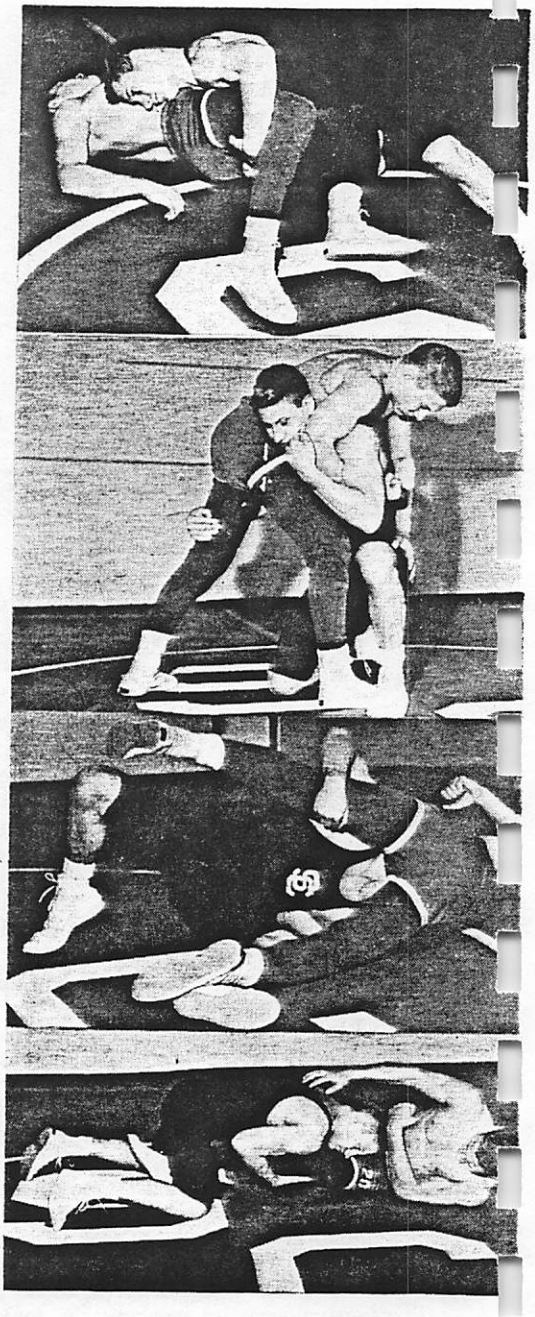

Illustrations Above (Top to Bottom) 8, 9, 10, 11.

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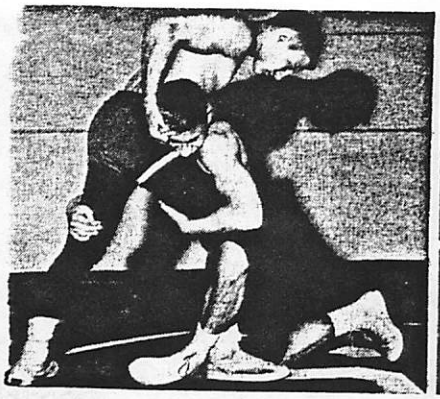

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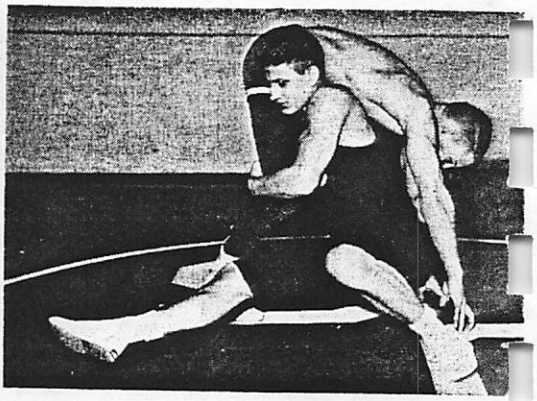


DOUBLE LEG TACKLE

(Continued from Page 19)

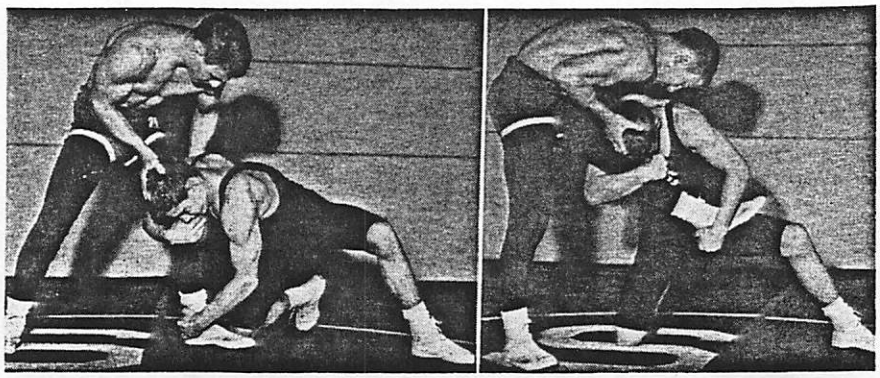
move up in good position to score a fall, near fall, or, predicament.

Our fourth and final variation of the basic "double-leg tackle" series is what is referred to as the "single-leg pick-up." Contrary to what some coaches believe, the "single-leg pickup" can be accomplished by first attempting a "double-leg tackle." "A" dives under "B" and swings to the outside where his head is positioned (12). At this point "A" hooks "B" behind his left knee with "A" right arm and hooks "B" left ankle with "B" left hand, coming up off of "A" left knee (12). With head on inside, "A" lifts "B" inside leg straight up in the air in one sweeping motion. From this position (13), "A" lifts "B" left leg as high as possible, trying to cause "B" to lose contact with the mat via his right leg, (14). As "B" turns in a defensive position to go back on the mat, "A" steps in with his right leg and trips and drives (15) "B" to the mat. Again the offensive wrestler must complete the takedown by gaining control on the mat, and secondly, attempting to maneuver his opponent into a pinning position or combination.

Here at State College we believe "chain wrestling" on the feet is just as important as "chain wrestling" is on the mat. Teach your wrestlers to continually move, think offensively, and practice several variations or change-ups for every offensive takedown. In our wrestling room we have a sign that reads, "If you don't succeed the first time, try a second time, if not a second time try a third time, if not a third time try a fourth time, and so on . . ." With this philosophy we have greatly improved our wrestling from the neutral position.

In conclusion I might mention again that we attempt to have our wrestlers shoot for a takedown every 12-15 seconds. This includes the time needed to set up a move. We further believe in offensive wrestling and in being extremely aggressive. Only a minimum amount of time is spent on covering counter wrestling. We further believe that the takedown is fundamental in winning wrestling.

The excellent photographs were taken by Jack Harrigan, Sports Information photographer, Saint Cloud State College.



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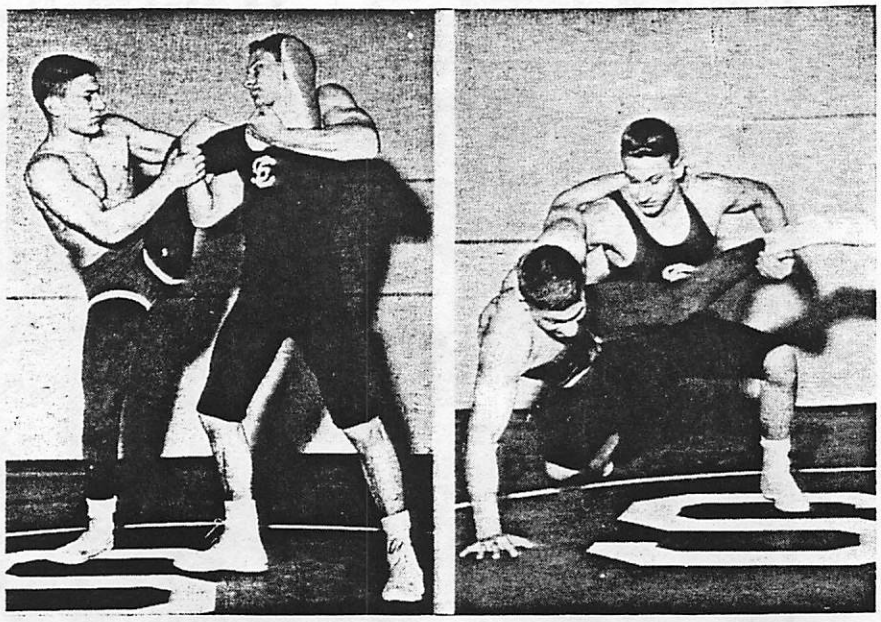

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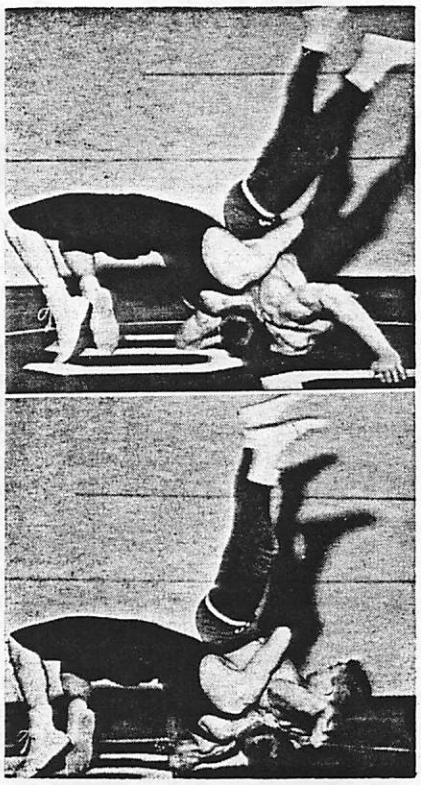
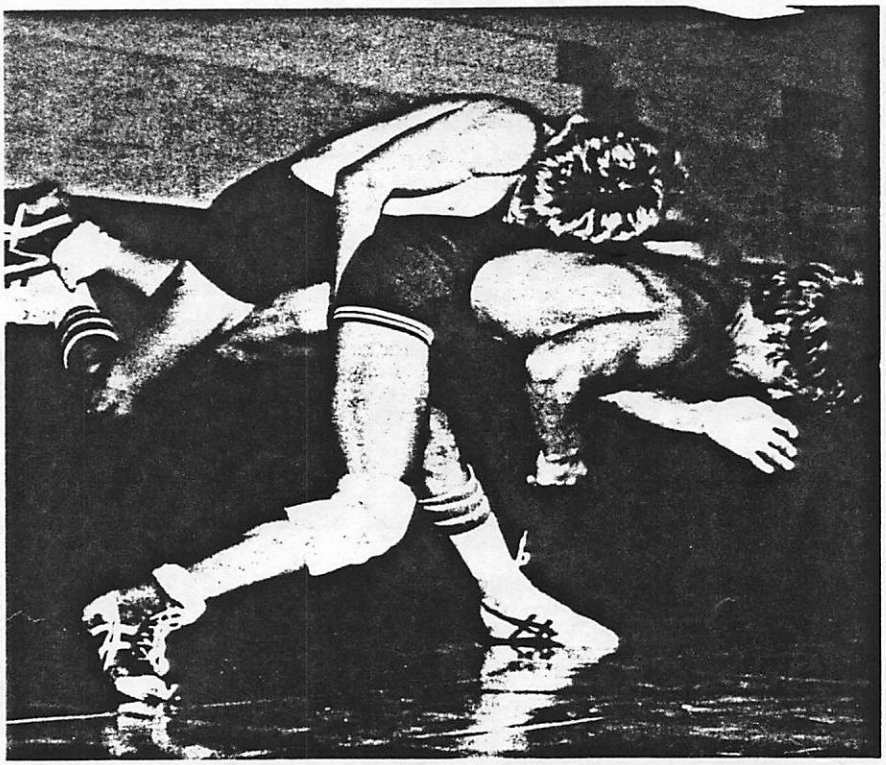


At right A (top) and B

WRESTLING

Counter Series For The Double-Leg Takedown



Due to the major rule change that reduces the length of a bout, a greater emphasis is placed on the takedown.

By Kenneth Cox

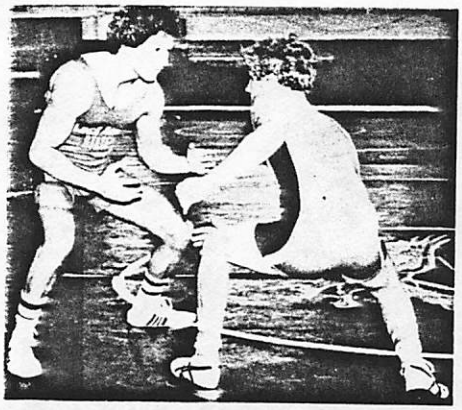
With the advent of the NCAA wrestling rule change for 1982 reducing the length of the intercollegiate bout from eight minutes (2x3x3) to seven minutes (3x2x2), it is obvious that more emphasis will now be placed on wrestling from the neutral position. With the length of the first period being increased from two to three minutes, there will be greater emphasis on perfecting the takedown phase of wrestling. Even the Federation International De Lutte Amateur (FILA) Wrestling Committee, which governs international wrestling, has reduced the length of the freestyle and Greco-Roman matches for 1982 from nine minutes (3x3x3) to six minutes (3x3). This major rule change may reduce the importance of both physical conditioning and mat wrestling, and, like intercollegiate wrestling, will put greater emphasis on the takedown phase. Also, techniques will become paramount as the wrestler must be able to intensify action immediately.

With this new emphasis on "takedowns", it will become more vital for coaches to not only stress offensive wrestling from the feet, but also, the defensive phase. It is anticipated that even greater emphasis will now be placed on the basic double-leg tackle which has traditionally been the primary offensive maneuver in the takedown phase of wrestling. To succeed, a wrestler must learn to perfect several counters against the basic double-leg takedown. The two most effective counters I have found down through the years have been the popular "cross-face/drop back/go behind" and the less familiar "cross-face pancake."

Cross-Face/Drop Back/Go Behind

From the neutral position (Photo #1) the offensive wrestler on the right penetrates deep into the legs of the defensive wrestler (left) to attempt a double-leg takedown (Photo #2). From this position the defensive wrestler (left) drives his right arm across the face in a cross-face position and simultaneously drops his legs straight back in a spread-eagle position, forcing his hips into his opponent (Photo #3) while reaching through the buttocks of the offensive wrestler with his left arm. The defensive wrestler must concentrate on keeping a wide base with his legs and using the bone on the thumb side of his forearm to drive across the offensive wrestler's right cheekbone (Photo #3). From this position the defensive wrestler pivots to his left, going behind to gain the takedown (Photo #4). The defensive wrestler must remember to keep his left arm through his opponent's crotch, grasping the inside thigh while maintaining a right angle position to his opponent. As soon as the counter takedown is scored the defensive wrestler should go to a breakdown and ride position.

Speed and technique are of the utmost importance in perfecting this counter. I have found this counter to be an excellent defensive maneuver for the rangy wrestler who has difficulty in protecting his legs while in the neutral position. We use the "cross-face/drop back/go behind" drill to practice this counter. Both wrestlers stand approximately two feet apart facing each other with their arms extended out to their sides. On the whistle the offensive wrestler attempts to drop



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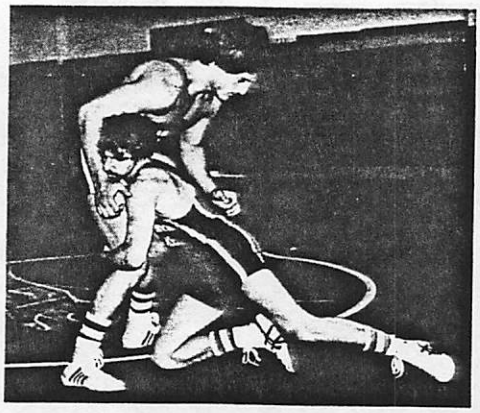

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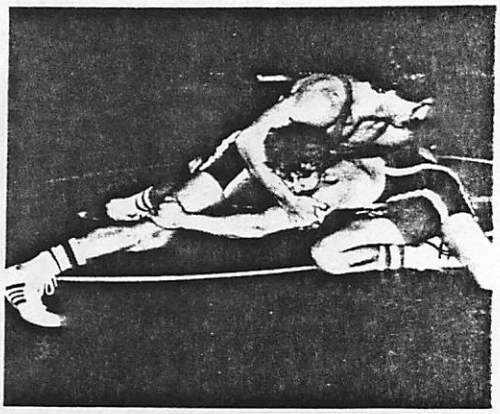

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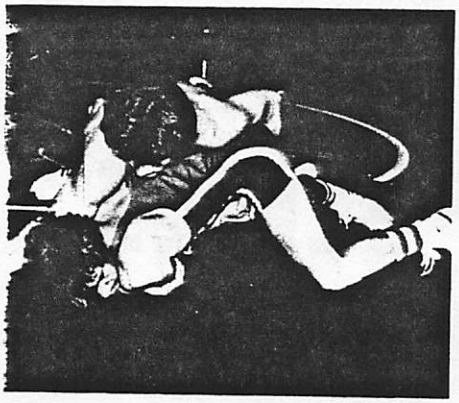

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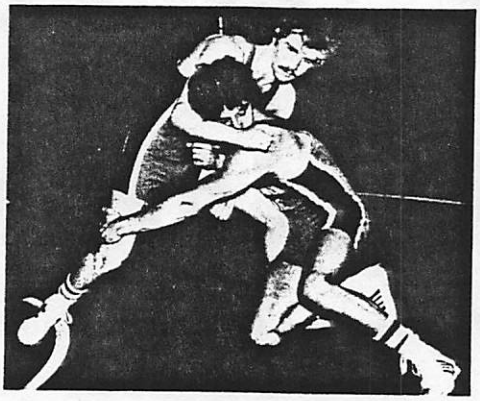

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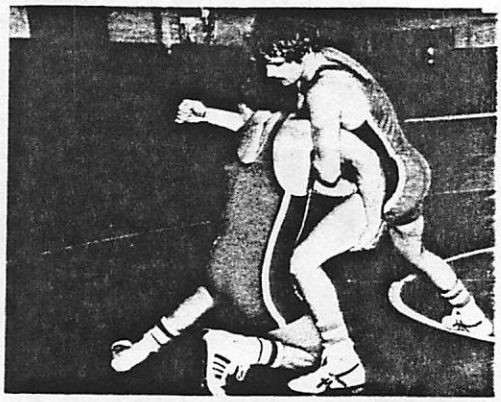

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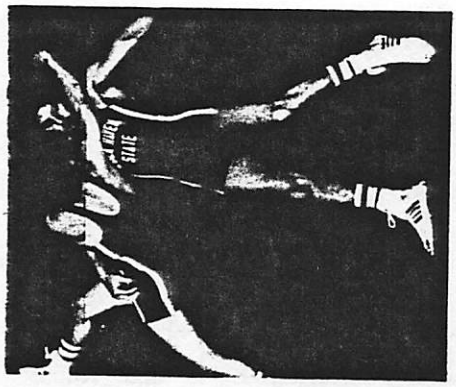

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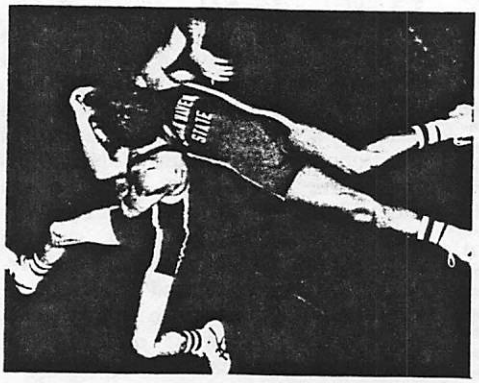

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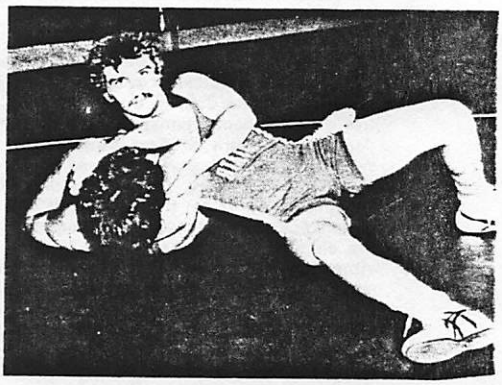

photograph 9

under his opponent to execute a double-leg tackle and is countered with the "cross-face/drop back/go behind" maneuver.

Cross-Face Pancake

From the neutral position (Photo #1) the offensive wrestler (on the right) penetrates deep into the legs of the defensive wrestler (left) to attempt a double-leg takedown (Photo #5). From this position the defensive wrestler (standing) feeds his opponent his inside leg while over-hooking his opponent's right arm with his left arm and at the same time drives a hard cross-face across his opponent's right cheek (Photo #6). From this position the defensive wrestler lifts up with his left or over-hook arm to straighten up his opponent while simultaneously snapping his opponent's head up and back in a circular motion with his cross-face arm (Photo #7) pancaking his opponent to the mat (Photo #8). He completes the maneuver with a head-arm lock pinning combination (Photo #9). The cross-face pancake is an excellent counter for the short, stocky wrestler. Again, this counter maneuver is perfected by drilling. The drill is started with the offensive wrestler in a deep double leg tackle position. On the whistle the defensive wrestler places his body weight on his inside leg and simultaneously shoots a whizzer with his left arm and a tough cross-face using the bone on the thumb side of the right forearm, pancaking his opponent to his back in a pinning position. □

The demonstrators (Photo #1) for this series were Kenny Whitsel (right) and Vince Testa (left), varsity wrestlers at nationally ranked Lock Haven State College, Lock Haven, Pennsylvania. Whitsel, a 118-pound sophomore for the Bald Eagles, was a Pennsylvania State High School champion from Lewistown. Testa, a 134-pounder, was a Pennsylvania State High School finalist from Greensburg-Salem. The technical advisor for this article was Neil Turner, head wrestling coach, at Lock Haven State College. The Bald Eagles compete in the NCAA Division I and are charter members of both the Eastern Wrestling League and the Pennsylvania State College Athletic Conference. Steve Donahue, sports photographer, from the Lock Haven State College public relations department was the photographer. □

DR. KENNETH COX is a member of the Coach & Athlete *Advisory Board and Professor of Physical Education at Lock Haven State College.*

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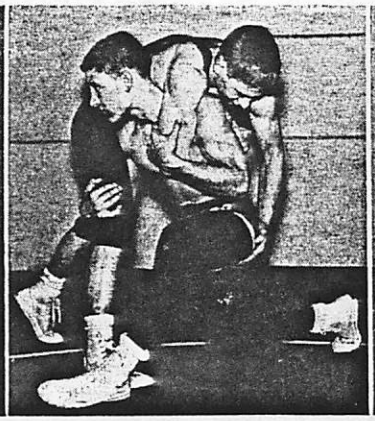

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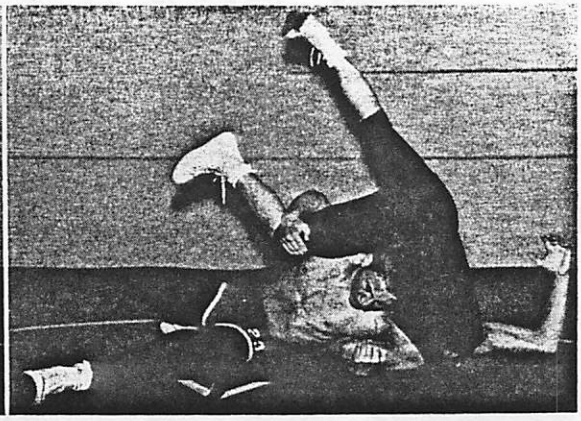

(3)

FIREMAN'S CARRY SERIES

By KEN COX, Wrestling Coach, St. Cloud College, Minn.

KEN COX was appointed trainer, head wrestling and assistant football coach at Saint Cloud, Minnesota, State College in August, 1963. A native of Bethlehem, Pennsylvania, he did his under-graduate work at East Stroudsburg, Pennsylvania, State College. He received his M.A. from San Fernando Valley, California, State College, and his M.S. from the University of Washington, Seattle, Washington. He is currently working on his Ph.D. at Washington. A three sport athlete in high school and college, he coached service football and wrestling teams. Other coaching experience has been at Simi Valley, California, High School; University of Washington Freshman; Eastern Oregon College; and, Michigan Tech. Ken was a finalist in the 1956 United States Olympic Wrestling trials in both free-style and Greco-Roman. The St. Cloud "Huskies" placed third in the 1963 National (N.A.I.A.) Championships, and won the Northern Intercollegiate Conference title the same year. Ken's overall coaching record is 78-25-2, and his "Huskies" are currently 8-1, this season.

WITH THE EXCEPTION of pinning combinations, the take-down is considered by many to be the most exciting and challenging phase of amateur wrestling. Over 80% of the 1,000 fans who completed a recent questionnaire at the St. John's University versus St. Cloud State College match indicated that they thought the take-down to be the most exciting maneuver. According to a recent survey of 100 college and high school wrestlers, the take-down was considered to be the most difficult and challenging single maneuver.

With participant and spectator appeal greatly increasing, the take-down is becoming more important. For beginning coaches and wrestlers the Fireman's Carry and its variations is easy to teach and learn. It is an excellent series of takedowns for junior, senior high school or college wrestlers.

The two youngsters demonstrating the Fireman's Carry are identical twins, Jim and Dave Hazewinkel. Last season as freshman, Jim won the National (N.A.I.A.) Championship at 115 pounds, and Dave compiled a 15-1 dual meet record in the 123 pound class. Both boys learned several variations of the Fireman's Carry from their high school coach. Since coming to St. Cloud the youngsters have practiced and perfected this maneuver.

In the following photographs, the wrestler administering the Fireman's Carry, wearing tights and trunks, (Jim) will be referred to as man "A". His opponent, wearing ¾ length tights and shirt (Dave), wil be referred to as man "B".

The basic Fireman's Carry position (1), both wrestlers are in a closed stance with "A" hooked up with his right hand on "B's" neck and left hand

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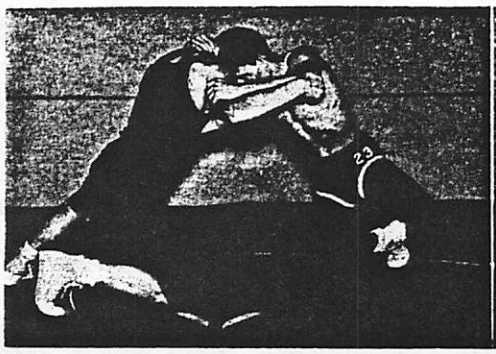

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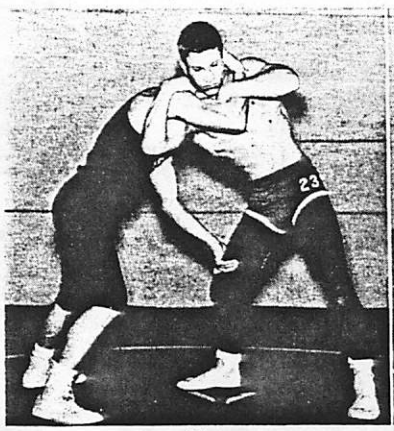

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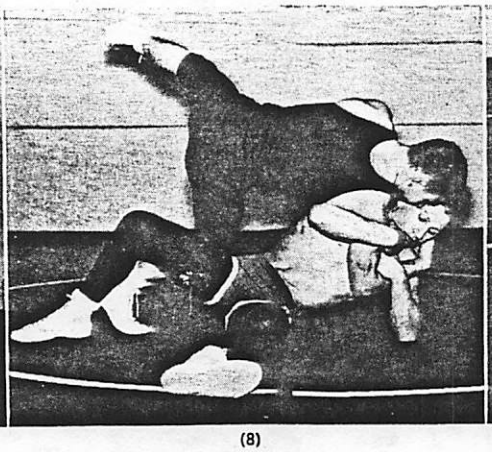

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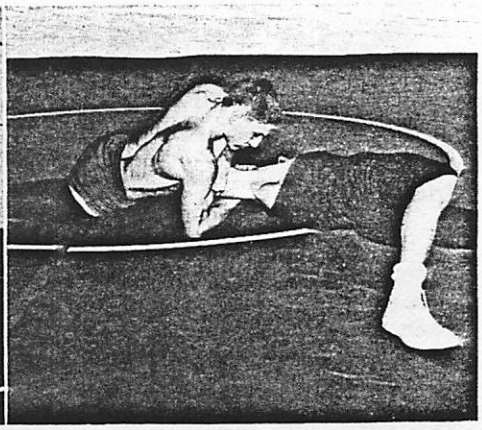

(9)

on "B's" right elbow with a solid base. From this basic position there are several excellent takedowns utilizing the Fireman's Carry concept. The Fireman's Carry works best when your opponent is driving or pushing against you. Utilize his weight and momentum.

From the closed stance (1), "A" takes his left hand off "B's" right elbow and grips "B's" right tricep. From this position "A" drops under "B" on his right knee close to "B's" right foot, with his left leg up (2). "A" grabs inside "B's" right thigh and holds firmly on "B's" tricep. From this position "A" pulls "B" over his back and drops back on his left buttocks, and rotates counter-clockwise, driving "B" to the mat (3). "A" must pull his head out, after "B" is driven on his back on the mat. Speed is of the utmost importance. This maneuver we call the "Regular" Fireman's Carry.

Another way of using the Fireman's Carry is when both wrestlers are on the mat on their knees in the hook-up position (4). We call this the Fireman's Carry "Sit-Through." "A" is hooked up with "B" with his left hand gripping "B's" right tricept and his right hand on "B's" neck. "A" is down on his right knee with his left foot extended for balance and support. From this position "A" lifts up on "B's" right arm and drops under "B's" right arm pit with his head. At the same time "A" reaches through with his right arm and grabs "B's" right thigh (5). "A" completes the move by sitting through with his left leg between his own right leg and "B's" legs, driving "B" (6) on his back and turning counter clockwise on top of "B".

Another variation of the Fireman's Carry is the "Japanese Whizzer" or, as we call it here at State College, the "Heinemi". Our 191 pounder has had excellent success with this move this year. From the standing closed position "A" hooks "A's" right arm with his right hand underneath and overtop "B's" shoulder and his left arm grasping tightly around "B's" right forearm (7). From this position "A" sits down at a right angle to "B" and pulls straight down (8) pulling "B" to the mat and onto his back (9). This maneuver must be worked with intricate timing and rapid speed. The offensive wrestler must firmly hook and control the defensive wrestler's collar arm.

The fourth variation of the Fireman's Carry which we use frequently here at State College is the Fireman's Carry "Pop". This hold is administered while both wrestlers are in the head and arm-lock tie-up position on their feet (10). From the tie-up position with "A" grasping "B's" neck with his right hand and "B's" right tricept with his left hand, "A" drops under "B" on both knees in deep and toward "B's" right foot, keeping hold of "B's" right arm and gripping "B's" right thigh with his right arm (11). "A" should be facing his left at a 90° angle with "B" in the air on "A's" shoulders. From this position "A" drives "B" to the mat with sufficient force and simultaneously pulls his head out allowing "B" to drop on his back. From this position "A" moves on top of "B" in a pinning position, (12). With the Fireman's Carry, the offensive wrestler should always complete his takedown with his opponent exposing his shoulders to the mat.

In each instance the offensive wrestler will be in an excellent position to pin his opponent with a half-nelson and crotch lift.

These are only four variations of the Fireman's Carry and coaches are teaching many additional variations of this excellent takedown. We, here at St. Cloud, attempt to have our wrestlers shooting for a take-down every twelve seconds. This includes the time needed to set up a move. We believe in offensive wrestling and in being extremely aggressive. We spend a minimum amount of time covering counter wrestling. We further believe that the takedown is fundamental in winning wrestling.

The fine photographs were shot by Fred Bauers, Sports Information Director, St. Cloud State College.

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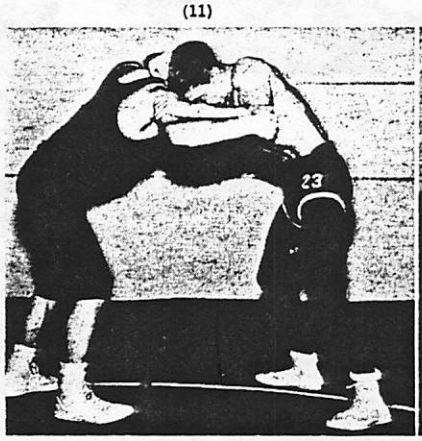

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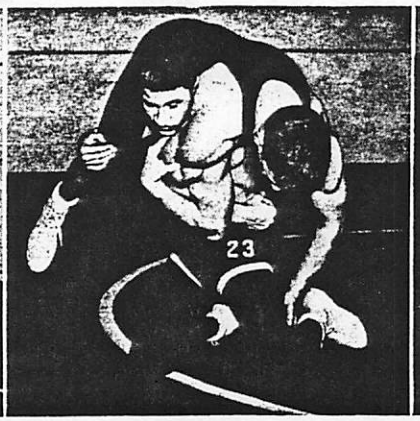

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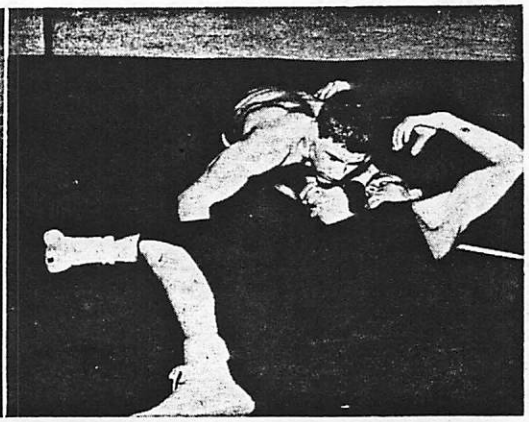


Soviet Variation to the Basic Fireman's Carry

By Dr. Kenneth Cox

Introduction

Since the entry of the U.S.S.R. into international wrestling competition over 25 years ago, I have been intrigued with not only their rapid advancement on the international scene but also their determination to develop the sport as an "academic discipline." In June, 1983, I was afforded the opportunity, along with eleven other Americans, to study wrestling at the world famous Federal Institute of Physical Education and Sport in Moscow. Our primary instructors were Professor G. S Trumanian who chairs the Department of Wrestling at the Institute and was responsible for teaching the "theoretical" preparation of Soviet wrestlers; and, five-time world freestyle champion Yuri Shakhmuradov, currently a Soviet national coach, who was responsible for teaching us the "tactical/technique" preparation of wrestling.

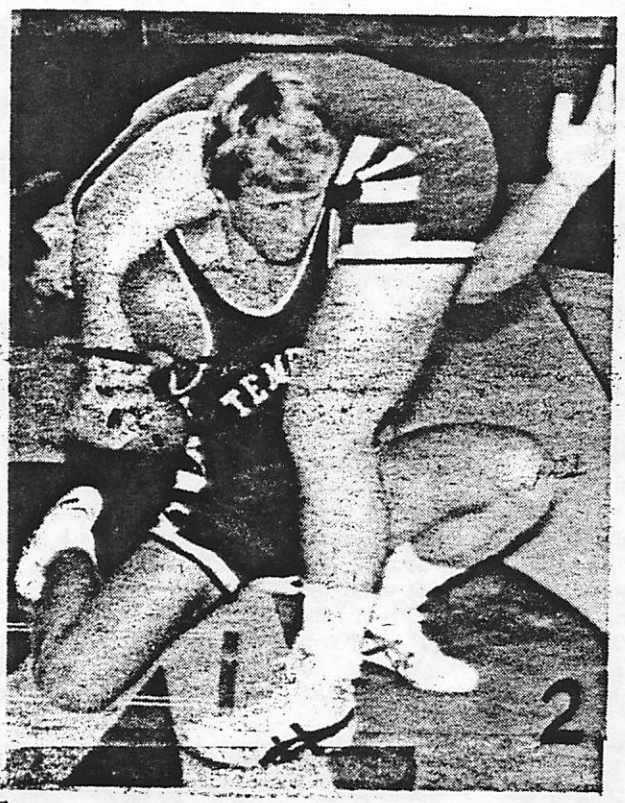
It is important to remember that the Soviets execute all takedowns (throws) utilizing a staggered stance. They emphasize continued movements followed by explosive power when executing a throw. Deep penetration is of vital importance. They have learned through experimental and action research that the takedown is 80 percent of all freestyle wrestling. Hence, all takedowns are attempted from one of eight principal setup positions. Simply, their eight basic setups (four from each side) consist of: (1) hands inside of shoulders; (2) head snap to front and back; (3) underhook, and; (4) rotation to left and right off of the Russian Arm Bar. Special emphasis is on mastery of the variations of each throw, using deceiving or faking actions (setups).

From this inside position the offensive wrestler secures a tight grip with his three small fingers over his opponent's left bicep. From this position the offensive wrestler (L) lifts up with his right arm and penetrates deep under his opponent (photo #2).

Basic Carry

Using a narrow open staggered stance the offensive wrestler (L) maintains inside control of the defensive wrestler's (R) arm (photo #1).

1

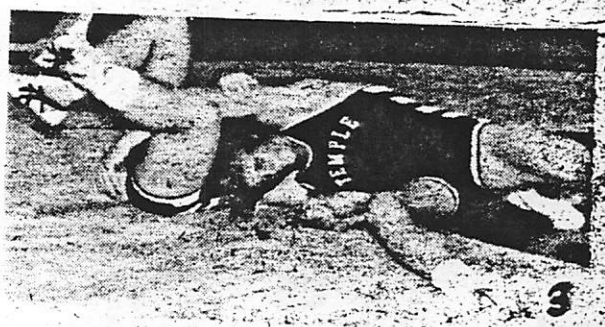


2

THE MAJOR VARIATION BETWEEN OUR TRADITIONAL FIREMAN'S CARRY AND THE SOVIET VERSION IS THE POSITION OF THE OFFENSIVE WRESTLER'S RIGHT SHOULDER.

Instead of putting his right shoulder under the defensive wrestler's left armpit, the offensive wrestler, while penetrating under his opponent, drives his right shoulder slightly out and up, allowing him the advantage of gaining additional leverage (photo #2). The offensive wrestler still maintains the usual tight grip with his fingers slightly above his opponent's elbow and on his tricep. It must be emphasized that the position of the offensive wrestler's right shoulder is paramount (photo #2).

From this position the offensive wrestler simultaneously pulls his opponent's left arm down with his right hand, driving his left arm through his opponent's crotch in the direction of the ceiling and sits through with his right leg and rotates clockwise driving his opponent to the mat (photo #3).

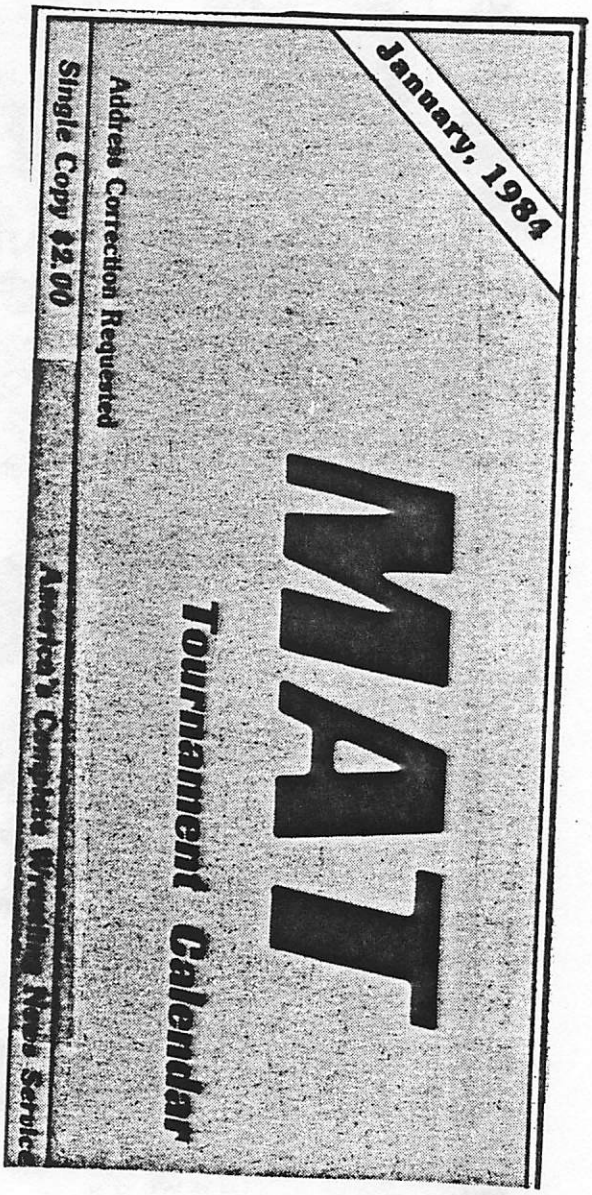


3

As the defensive wrestler goes over on his back, the offensive wrestler is in an excellent position to score either a near fall or pin (photo #4). It must be emphasized that the Soviets only go to one knee when executing this takedown.

4

In Part II of this series, the Soviet variation or alternate execution to the Basic Fireman's Carry will be discussed.



★ Dr. Kenneth Cox is a professor in Lock Haven University's College of Health, Physical Education and Athletics. He is a former coach.

Mat Tournament Technique

Basic Fireman's Carry, Part II

By Dr. Kenneth Cox

Part II

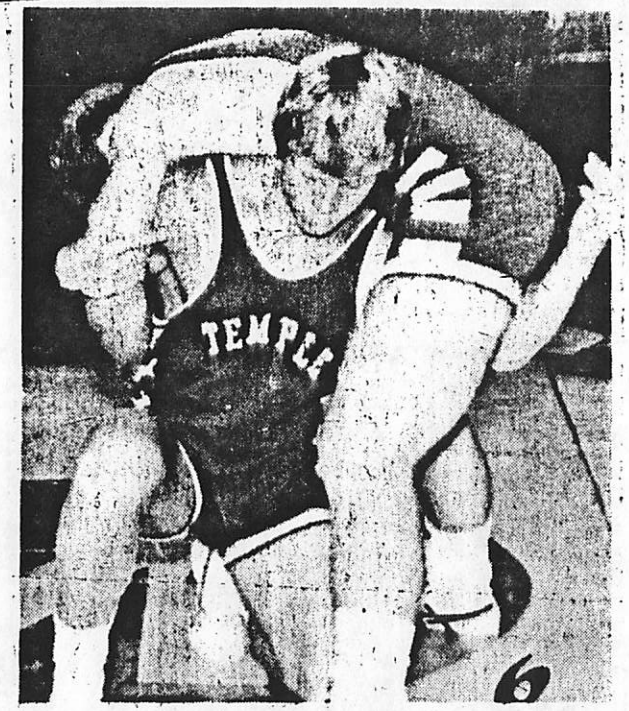
Introduction

In the previous article the Soviet variation to our Fireman's carry was discussed. However, Soviet philosophy dictates that with every basic wrestling maneuver there are specific variations or alternate executions which must be taught.

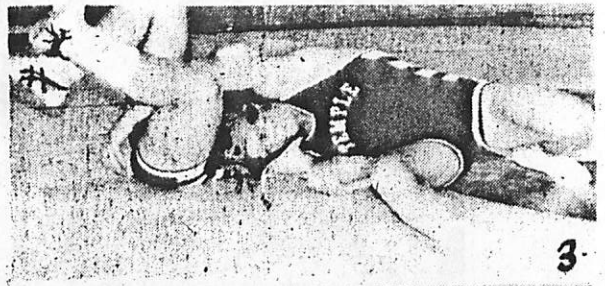
Variations of Alternate Execution

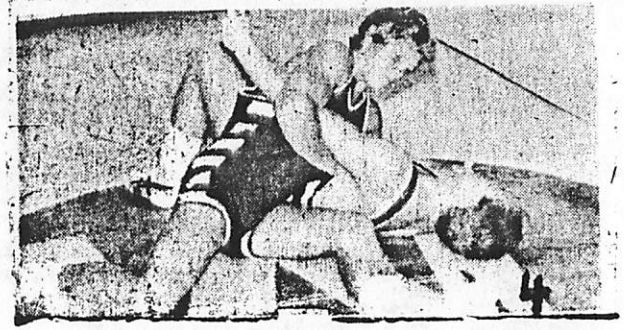
Usually the defensive wrestler's first reaction to an attempted Fireman's Carry is to sprawl (photo #5).

The Russians have determined that the defensive wrestler most often will sprawl by dropping the inside leg (L) that is under attack straight back while using the front (R) leg for support. From this position (photo #5), the offensive wrestler continues to execute the takedown by dropping on his left knee and coming up off on his right knee to his right foot (photo #6) and continues driving through his opponent. Again, major emphasis is on the position (location) of the offensive wrestler's right shoulder (photo #6), allowing him to have maximum leverage by pulling down on his opponent's inside (L) arm.



From this deep penetration position, the offensive wrestler completes the takedown (photo #3) by putting his opponent in a near fall or pinning situation (photo #4).





MAT Tournament Calendar

February, 1984

The Soviet philosophy is that each takedown (throw) has a variation. The Fireman's Carry is considered a low risk maneuver and fits well into their scheme of offensive wrestling. They emphasize that the best defense is a good offense. The basic premise is that all throws can be properly executed after a faking action which creates space from each of their eight principal setups. Charted in their "United Classification Scheme of Principal Technique in Wrestling Events - Standing Wrestling" (including freestyle, Greco-Roman, Judo and Sambo) which is a systematic "wrestling playbook," the Soviets teach from the following basic schematic:

Fireman's Carry Throw
Executing throws
From the eight basic setups.

During the past three or four years, they have gradually moved toward teaching all four combatives (freestyle, Greco-Roman, Judo and Sambo) using the continuous concept sequence (whole learning) in preference to what we had observed in the past which was discrete concept sequence (part learning). They have systematically moved toward the premise that "it's better to do it wrong, than to stop in the middle of executing a throw." Emphasis is on movement, faking, creating space, deep penetration and explosive movement in executing a throw. Specifically, in executing the Fireman's Carry, they prefer having their opponent driving or pushing into them, which gives them the opportunity to maximize their opponent's momentum for proper execution of the throw.

The photographs for this article were taken by Joe DeGenova, well-known freelance sports photographer from Woodbury, New Jersey.

●●●●●●

★ *Dr. Kenneth Cox is a professor in Lock Haven University's College of Health, Physical Education and Athletics. He is a former coach.*

COACHING TIPS

A variation of the Firemans Carry that bears investigation

The Russian Variation Of The Firemans Carry

By John Sacchi
Head coach, Middlesex County College, Edison, NJ

This past summer I was part of a study group from the Institute of Comparative Physical Education, Concordia University, Montreal Canada that visited and studied in the Soviet Union. During our two week stay in Moscow, I had the pleasure to work with Yuri Shakhmurdov, former Soviet Union National Wrestling Coach. A former world champion, Shakhmurdov was noted for his awesome firemans carry. The Russian variation of the firemans carry bears investigating as a potent addition to a wrestlers takedown arsenal.

Unlike the version commonly used in the United States where the forward penetration is followed by a throw backwards, the Russian version is characterized by a continuous forward follow through. This type of attack makes use of the initial forward penetration to generate force for the follow through phase.

In the initial penetration, the offensive wrestler performs the customary quarter turn head under arm penetration step taking care to land deeply on the penetrating knee. It is of utmost importance that the trail leg remain off the mat and that the offensive wrestler not over shoot his base (Photo one).

This initial penetration movement is instantaneously followed by the offensive wrestler stepping forward with the trail leg and executing a quarter turn to the right and lunging forward, driving his left shoulder and the defensive wrestlers trapped arm to the mat, thus creating the throwing portion of the technique. (photos two - three).

The finishing touch is added by performing the standard sit through (photo four).

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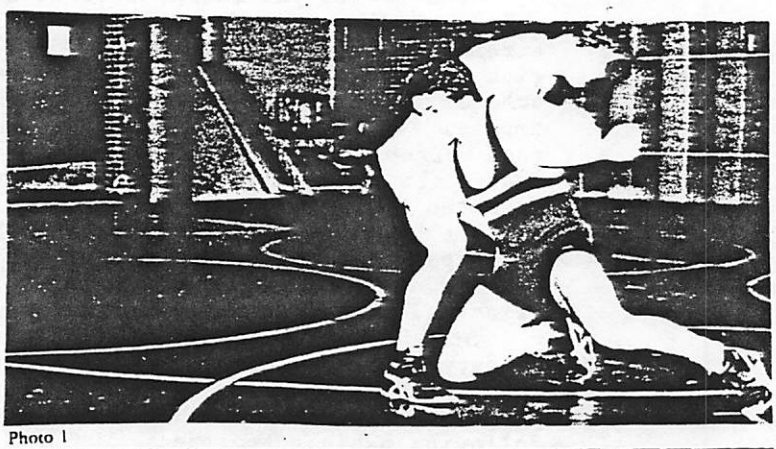

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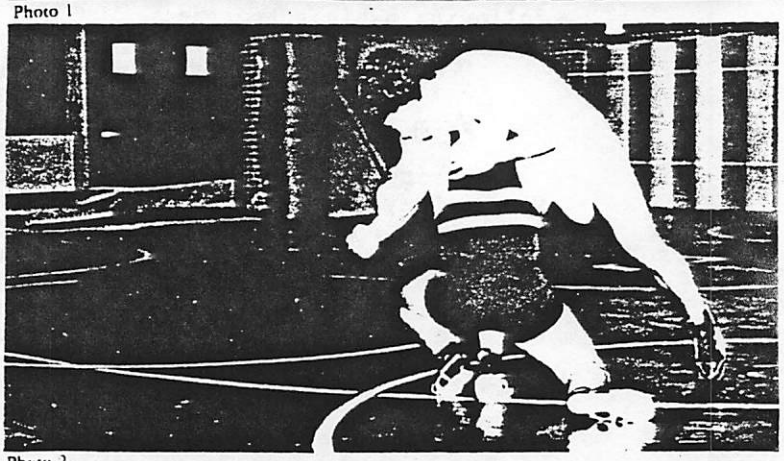

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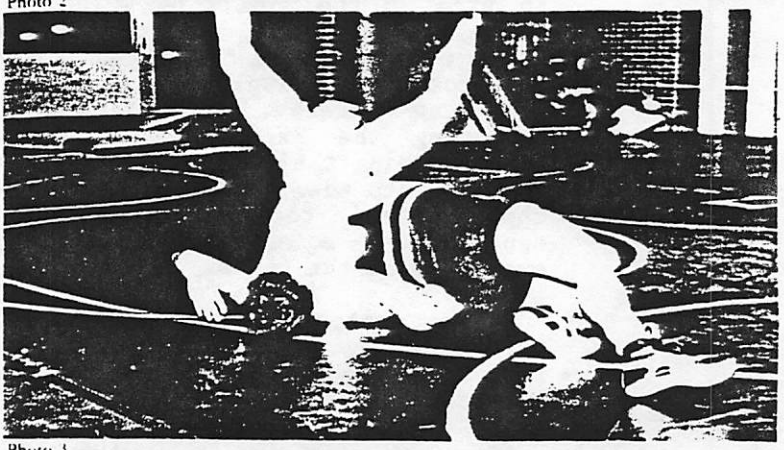

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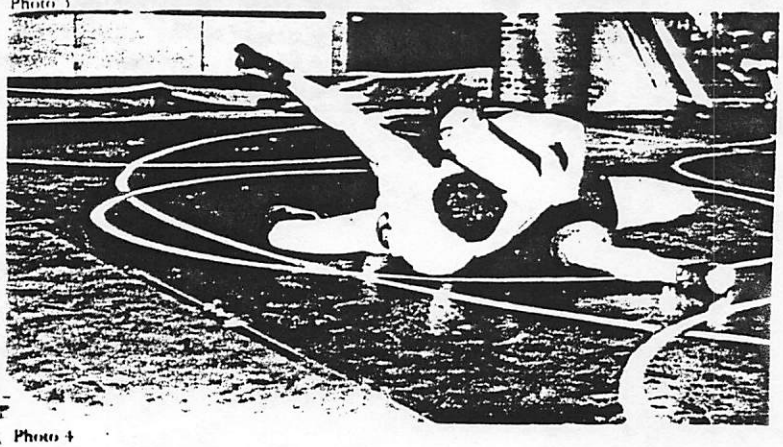


Photo 4

COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

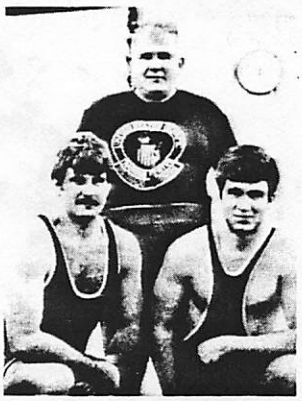
Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

Soviet National Elite coach Yuri, "Shak" Shakamovdov introduced this series.

"Knee Pick Series"

By Dr. Ken Cox - Lock Haven University
Dave Cox - Head Wrestling Coach, Jr. High School, Blackwell Oklahoma
Danny Cox - senior defensive back and punter on the U.S. Merchant Marine Academy football team.

One of the best single leg series takedowns to teach at any level of wrestling is the "Knee Pick Series." This relatively low-risk takedown series is universal. Even while studying at the Federal Institute of Physical Education and Sport in Moscow, USSR last summer, Soviet national elite coach Yuri "Shak" Shakamovdov introduced this series during the initial stages of his instruction. Again while visiting in Oklahoma this past January I observed the Blackwell Maroons use this series with considerable success.



It is imperative that the wrestlers learn to execute all three maneuvers and options of this series. It also must be emphasized that from the neutral position the offensive wrestler should continue to concentrate on the seven basic USWF elements (posture, movement, changing levels, penetration, lifting, back step, and covering). It is also suggested that this series be taught using the step (part method) approach. When each step has been learned, the wrestlers should then drill this series in its entirety (whole method) at full speed.

Throw Through Single Leg

Step 1: From the open staggered stance the offensive wrestler (left), maintains head to head contact, while keeping his elbows in close to his body with his thumbs up (Photo 1).

Step 2: From this position the offensive wrestler simultaneously takes a deep right foot penetration step, and picks his opponent's right knee, and maintains an inside position with his head. An important teaching point is that the offensive wrestler forms a tripod with his right foot, opponent, and opponent's left foot (Photo 2).

Step 3: For this position, the offensive wrestler pulls his opponent's right thigh to his chest, keeping his head in his opponent's side. The offensive wrestler uses an over/under hand grip and pinches his opponent's right leg with his legs (Photo 3).

Step 4: From this position the offensive wrestler forces his opponent to "hop" forward in a small circle, while maintaining an inside position with his head, and then changing direction by

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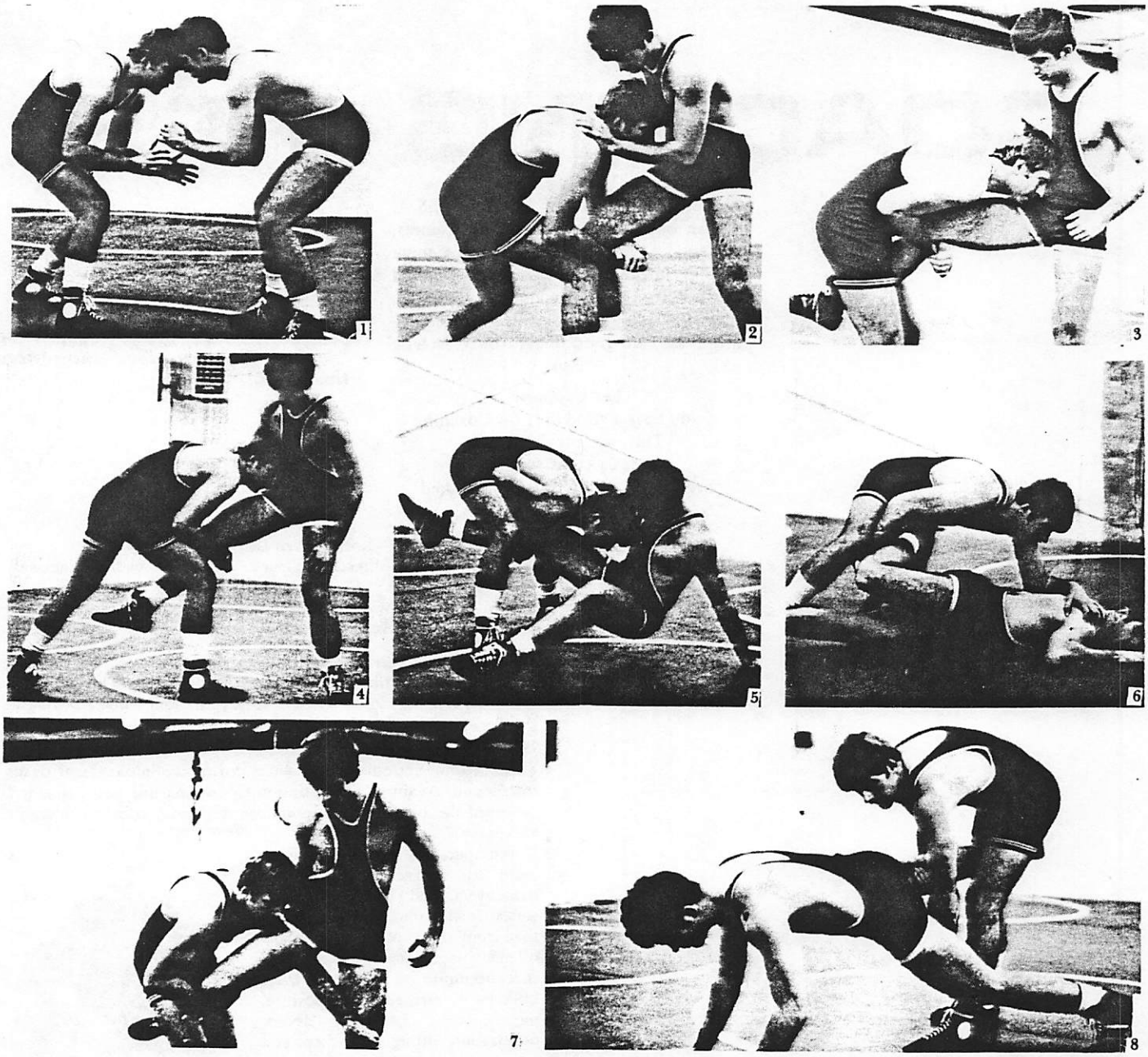

taking a back step with his left leg. (Photo 4).

Step 5: From this position, the offensive wrestler throws his opponent's right leg through his legs keeping pressure on his opponent's thigh and driving his opponent to his buttocks (Photo 5).

Step 6: The offensive wrestler completes the takedown by "covering" his opponent as his opponent scissors to his stomach (Photo 6).

Punch Through

Step 1: If after attempting to execute the "Punch Through Single Leg" the defensive wrestler successfully counters by maintaining a standing position (Photo 4), the offensive wrestler releases and punches through with his left arm, keeping his palm across his opponent's left knee (Photo 7). This must be taught as an explosive movement.

Step 2: After the punch through this takedown is completed as the defensive wrestler is toward his stomach. The offensive wrestler waits for his opponent to reach the mat before he covers his opponent (Photo 8).

Leg Lift to Front Trip

Step 1: If the offensive wrestler is successfully countered during the punch through (Photo 7), he immediately clears his right leg by taking a short scissor step backward (Photo 9).

Step 2: After clearing his right leg, the offensive wrestler lifts his opponent's right leg up to his chest, utilizing an "over and under" arm grip on his opponent's right leg (Photo 10).

Step 3: From this position the offensive wrestler drives his left leg through and across his opponent's left thigh (knee block) and executes a forward trip (Photo 11).

Step 4: The offensive wrestler completes the takedown by covering his opponent as he reaches the mat (Photo 12).

Leg Lift to Back Ankle Sweep

Step 1: Again if the offensive wrestler is successfully countered during the punch through (Photo 7), he immediately clears his right leg by taking a short scissor step backward (Photo 9).

Step 2: After clearing his right leg, the offensive wrestler lifts his opponent's right leg up to his chest, utilizing an "over and under" arm grip on his opponent's right leg (Photo 10), but immediately changes to a double under arm grip for control (Photo 13).

Step 3: From this position, the offensive wrestler gets maximum lift on his opponent's right leg, and executes a foot sweep behind his opponent's left ankle (Photo 14).

Step 4: The offensive wrestler completes the takedown by "covering" his opponent as his opponent scissors to his stomach (Photo 12).

The fine photographs for this article were taken by amateur sports photographer Doug Desmond of Kermit, Texas.

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THE UNDERHOOK SERIES

by Dr. Ken Cox

In June, 1983, I had the opportunity to study the Soviet system of sport and wrestling at the prestigious Federal Institute of Physical Education and Sport in Moscow. Along with eleven other North Americans, we were exposed to both the technical principles and tactical application of the Soviet system of wrestling. Our three-hour morning sessions were devoted entirely to learning the principles and theoretical application as a basis for the development and refinement of the National Soviet wrestling program. Professor G.S. Tumanian, chairman of the Department of Wrestling at the Federal Institute, and his academic faculty were primarily responsible for interpreting and teaching these principles and concepts.

Primary emphasis was centered on the Soviet "United Classification Scheme of Principle Technique in Wrestling Events" including freestyle, Greco-Roman, and Sambo. Four-hour afternoon sessions were specifically devoted to applying this theoretical base of knowledge learned in the classroom setting to practical and realistic situations in the wrestling room. Current national elite coach, Yuri "Shak" Shakmuradov, a five-time world freestyle champion and his assistant coaches were charged with the responsibility of teaching wrestling technique and tactical match strategy in the afternoon sessions.

The organizational structure of wrestling at both the local and national level in the Soviet Union is very impressive. The Communist government is committed to establishing "excellence" on the mat and world supremacy in international competition. Realizing these objectives, the government has funded a full-time wrestling research and development (RD) section within the Department of Wrestling at the Federal Institute. The primary task of the RD is the "purification" of technique and all other aspects of wrestling (freestyle, Greco-Roman, Judo and Sambo). From all indications the Soviet hierarchy has determined that: (1) wrestling is an excellent vehicle to perpetuate the image of Soviet communism, hence, is a high priority within the Soviet scheme of things; (2) all Olympic sports, including wrestling, require ongoing research and development, and must parallel that of an "academic" discipline; (3) the teaching and coaching of wrestling is both a "profession" and "vocation," and (4) all available govern-

WRESTLING MASTERS...

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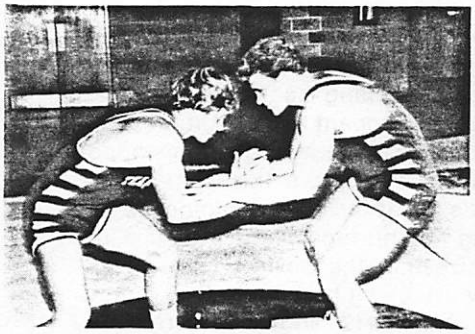
BASIC UNDERHOOK #1-3



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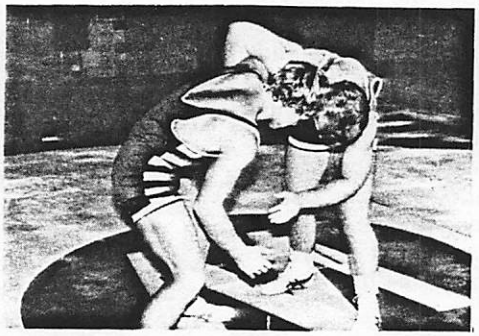

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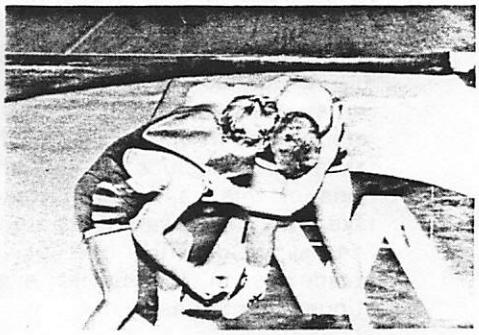

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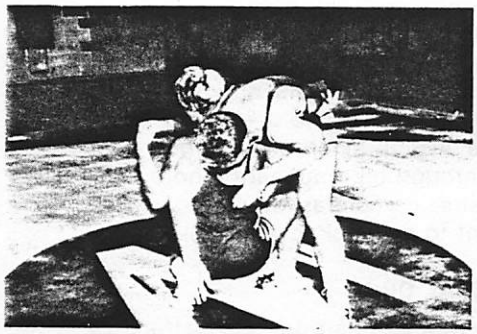
HIGH CROTCH #4-8



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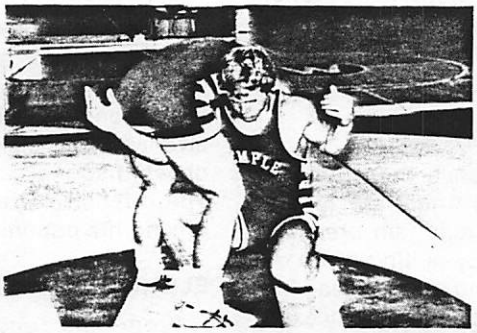

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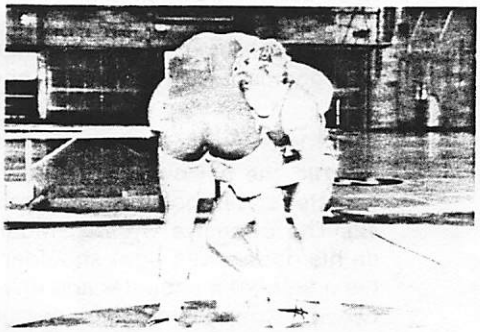

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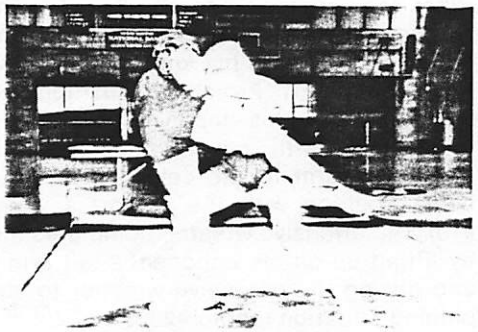

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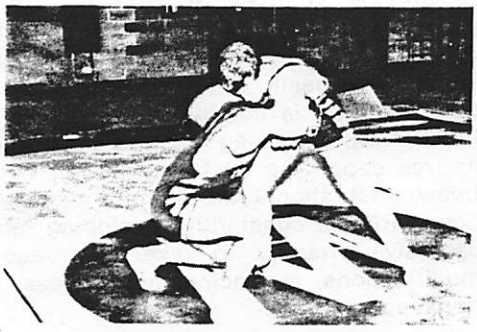
NUMBER 8

NEARSIDE DUCK



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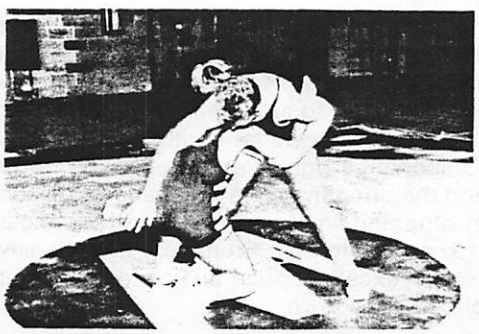


NUMBER 10

PHOTOS BY JOSEPH DeGENOVA

(FROM page 28)

ment assets and resources must be made available to coaches in order to give them the necessary "edge" in developing world class competitors.

All wrestling moves are organized and classified into a "series" of maneuvers. For example, the Soviets teach the "wind-mill throw" (more commonly referred to in the U.S.A. as the Fireman's Carry takedown) to include a minumum of five other variations of this same throw (takedown). This basic takedown and its variations are then referred to as a "series." Currently one of the most popular takedowns in the Soviet system is the basic "Underhook Series."

BASIC UNDERHOOK POSITION

Traditionally, the "Underhook" has proven to be a very effective series for the Soviets in international competition. Considered a low risk maneuver by RD, this series also affords the offensive wrestler numerous options. From the neutral position the Soviets utilize a staggered stance maintaining an inside position with their arms (photo #1).

HIGH CROTCH

From the narrow staggered stance the offensive wrestler underhooks his opponent's right arm (photo #2). The offensive wrestler must maintain pressure on his opponent's right shoulder by pulling down on his opponent's shoulder and driving his forehead between his opponent's shoulder and right ear. By exerting downward pressure on his opponent's inside shoulder, forces his opponent to react by pulling up (photo #3). This action/reaction allows the offensive wrestler to set the defensive wrestler up for the High Crotch takedown. As the defensive wrestler reacts the offensive wrestler twists to his left and simultaneously drops under and deep to his left knee and throws his opponent's right arm by him (photo #4). The offensive wrestler drives his right arm between his opponent's legs (photo #5, front view) and secures a two-on-one grip on his opponent's inside leg (photo #6). From this position the offensive wrestler cuts off to a double leg tackle, by lifting and driving diagonally through his opponent's left leg (photo #7). The offensive wrestler completes the takedown by exposing the defensive wrestler's scapula to the mat (photo #8).

NEAR SIDE DUCK

From the underhook position (photo #3), the offensive wrestler sets up the near side duck under by faking a far side duck under. This far side fake forces the defensive wrestler to step back with his left leg, allowing the offensive wrestler to slip his head back under his opponent's right arm pit (photo #9). From this position the offensive wrestler changes his knee position by dropping on his right knee and coming up off his left knee (photo #10). From here the offensive wrestler is in an excellent position to execute a standard double leg takedown.

NEAR KNEE PICK

From the underhook position, the offensive wrestler pulls down with his underhook (left) arm (photo #3). When the defensive wrestler reacts to this downward pressure by pulling back, the offensive wrestler drops into his opponent and simultaneously picks his knee and drives his forehead into his opponent's sternum (photo #11). From this position he picks his opponent's leg at the knee and pinches his opponent's front leg with his legs (photo #12). It is important to emphasize that the Soviets learn to execute all throws by attacking both the left and right side. For example, photo #12, shows the offensive wrestler demonstrating the near leg pick to the opposite side. This takedown is completed by the offensive wrestler cutting off to a double leg tackle (photo #13).

FAR ANKLE PICK

From the underhook position (photo #3) the offensive wrestler forces his opponent to circle away from the underhook arm, and when his opponent puts weight on his inside (left) foot (photo #14), the offensive wrestler picks his opponent's right heel and drives diagonally through his opponent (photo #15). The offensive wrestler completes the takedown by driving his opponent to his back (photo #16).

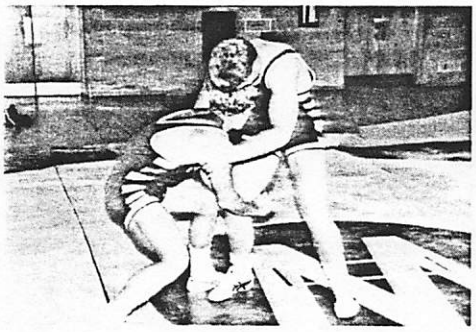
ELONGATED LATERAL DROP

From the underhook position the offensive wrestler drives under control into his opponent. When the defensive wrestler reacts to this pressure by pushing back, the offensive wrestler pulls his opponent into him on his knees in an elongated position (photo #17). From this position the offensive wrestler breaks his opponent's balance by using a cross face with his right arm and drives his underhook arm to the ceiling creating a chest to chest position with the defensive wrestler (photo #18). The offensive wrestler completes the takedown by lifting up on his opponent's left arm (photo #19) and driving the defensive wrestler to his back in a pinning situation (photo #20).

CONCLUSION

It is important to again emphasize that the Soviets classify all throws and maneuvers into high and low risk categories. The offensive phase of wrestling is paramount in their scheme of things. Soviet wrestlers are conditioned to create and maintain an offensive attack. However, when the Soviet wrestler commits himself while on the attack, and is countered, he is conditioned to immediately continue the attack using any one of four or five alternatives depending on the situation. With the continued international rule changes and modifications, Soviet RD are constantly developing offensive and defensive strategy to take advantage of these modifications, enhancing their success in international competition.

NEAR KNEE PICK #11-13



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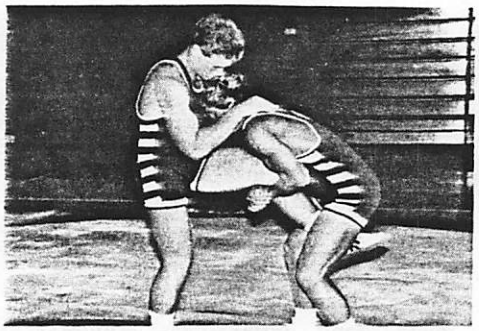

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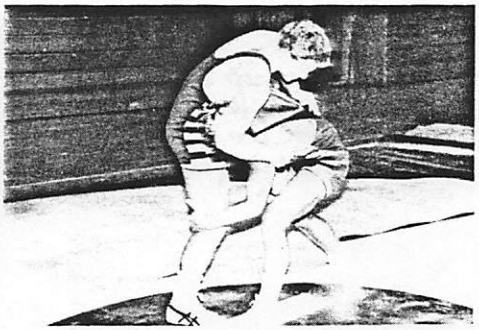

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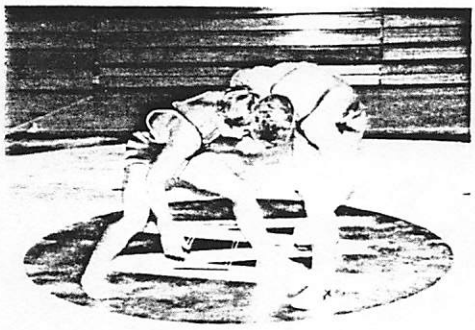
FAR ANKLE PICK #14-16



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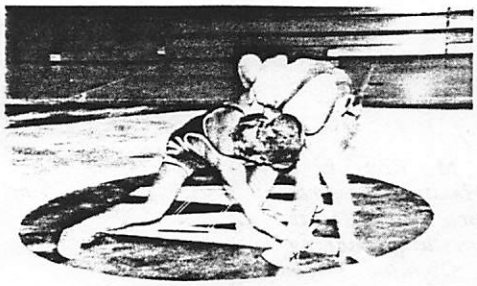

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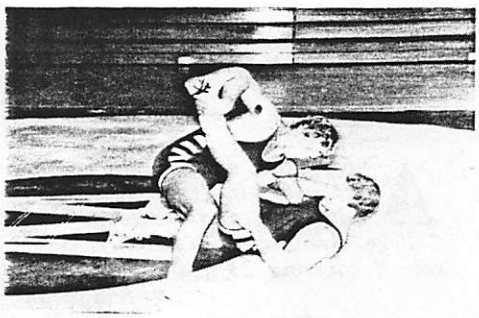
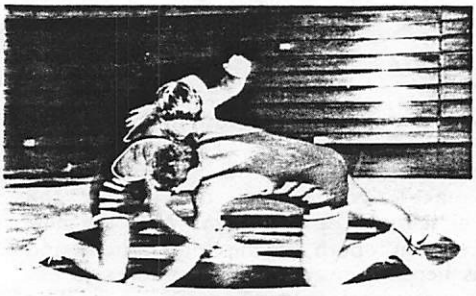


NUMBER 16

ELONGATED LATERAL DROP #17-20

NUMBER 17



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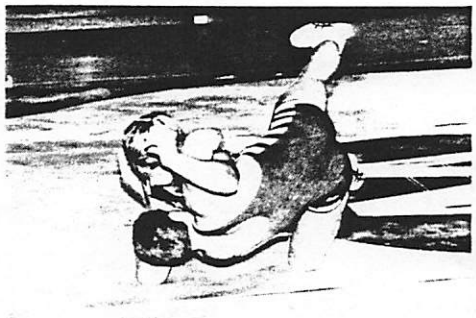

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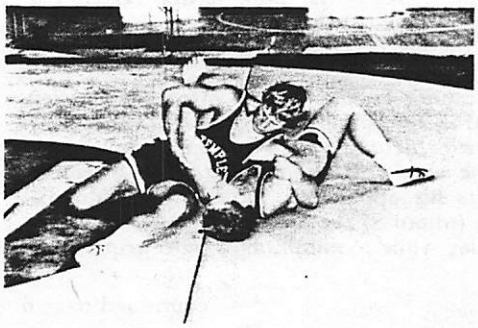


NUMBER 20

PHOTOS BY JOSEPH DeGENOVA

COACHING TIPS

The more setup situations the offensive wrestler can generate, the greater the possibility of scoring the takedown.

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today. Send initial ideas, rough or finished articles to Wrestling U.S.A.

By Dr. Kenneth M. Cox

About the author...*Dr. Kenneth M. Cox, is a professor in the School of Health, Physical Education and Recreation at Lock Haven State College. Dr. Cox had a 225-97-7 career wrestling coaching record covering 23 years. A 1956 U.S. Olympic Trials finalist in both freestyle and Greco-Roman, Dr. Cox coached numerous Olympians, NCAA and NAIA "All-Americans." A former member of the U.S. Olympic Committee, Dr. Cox, who earned his doctorate at the University of Washington, now devotes full time to teaching, writing and research.*

The setup for a takedown is more important than the actual execution of the takedown. The more setup situations the offensive wrestler can generate or take advantage of the greater the possibility he has of scoring the takedown. With the new emphasis on "takedowns" both at the high school and college level it has become more vital for coaches to experiment with a variety of "setup" possibilities. The "setup" to be discussed is commonly referred to as the Double-Wrist Setup, the offensive wrestler can execute a variety of takedowns. Three of the more natural takedowns are (1) the fireman's carry, (2) the near side duck-under to front trip, and (3) the high crotch to the double leg.

Fireman's Carry

From the open stance (photo 1), the offensive wrestler (on the right) controls his opponent's right wrist (photo 2). The offensive wrestler actually grips his opponent's right wrist much like he would a baseball bat. The offensive wrestler then twists his opponent's right arm (photo 3). From this position (photo 3) the offensive wrestler steps in deep with his left leg while maintaining a tight grip on his

continued page 6

Coaching Tips Double-Wrist continued

opponent's right wrist (photo 4). The offensive wrestler is then in excellent position to execute the basic fireman's carry by sitting through with his right leg and pivoting counterclockwise (photo 5) putting his opponent in a pinning position (photo 6). It must be emphasized that a tight grip must be maintained on the defensive wrestler's right wrist and the offensive wrestler's right arm must go deep through his opponent's legs (photo 4).

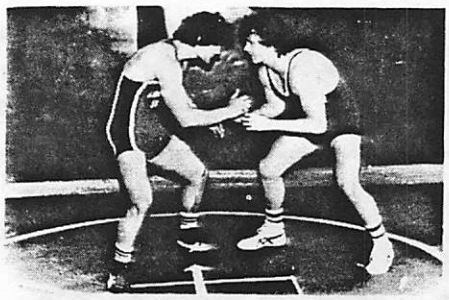
Near Side Duck-Under

Again from the open stance (photo 1) the offensive wrestler on the right secures his opponent's inside wrist with his double-wrist grip (photo 2). It should be emphasized that all setups must not be forced, but should be a natural movement. As the defensive wrestler moves into him, the offensive wrestler steps deep under his opponent (photo 7). This movement is the same as the normal near side duck-under. Using the defensive wrestler's forward momentum, the offensive wrestler ducks under his opponent's right arm (photo 7) and pivots behind, front tripping the defensive wrestler to the mat (photo 8).

High Crotch To Double Leg

Again from the open stance (photo 1) the offensive wrestler (on the right) utilizes the double-wrist setup (photo 2). He then penetrates deep under his opponent (photo 4), reaching through his opponent's legs with his right arm (photo 7). From this position the offensive wrestler pulls in on his opponent's inside (right) leg and then cuts off into a double-leg (photo 9). The lift is extremely important (photo 10) and the offensive wrestler then completes the takedown (photo 11).

Finally, as with all phases of wrestling, drilling is of the utmost importance. In order to perfect techniques, coaches must encourage their wrestlers to drill...drill...drill.



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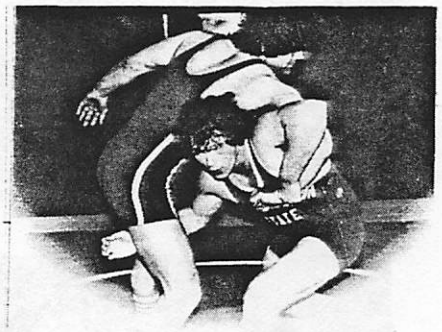

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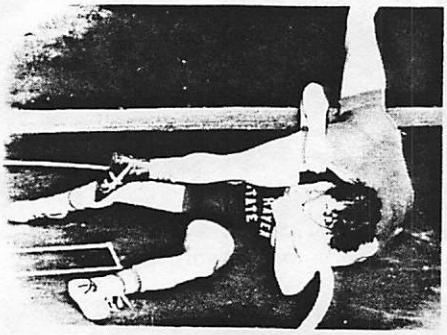

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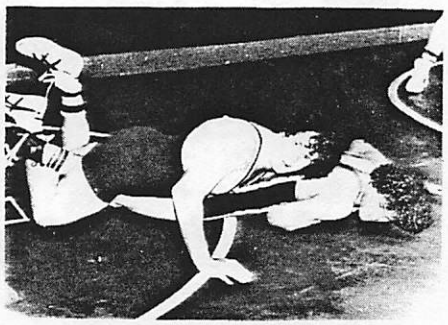

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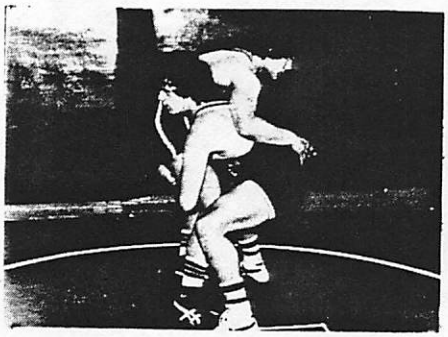

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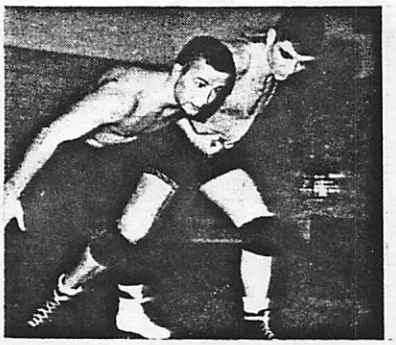
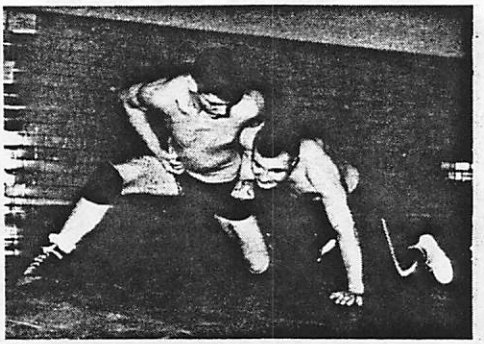
10

THE WHIZZER SERIES

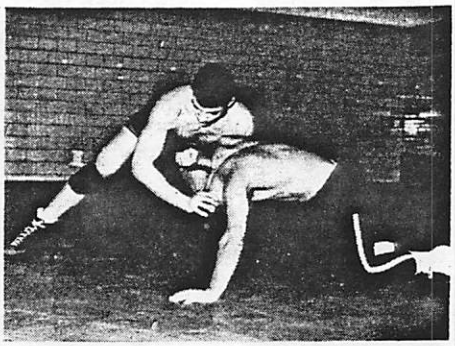
By KENNETH COX
Wrestling Coach
Michigan Tech



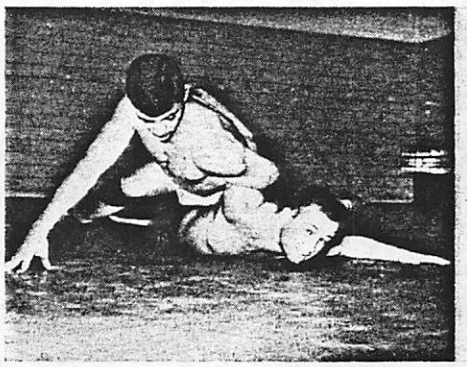
BASIC STANDING WHIZZER POSITION



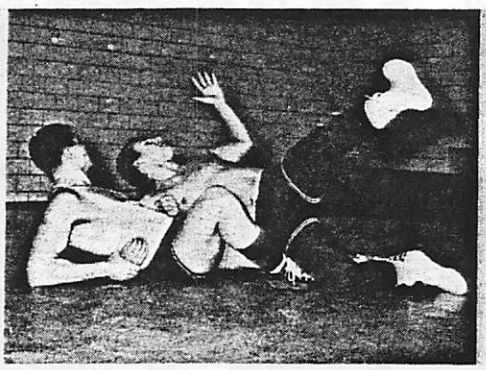
BASIC MAT WHIZZER POSITION



WHIZZER ESCAPE

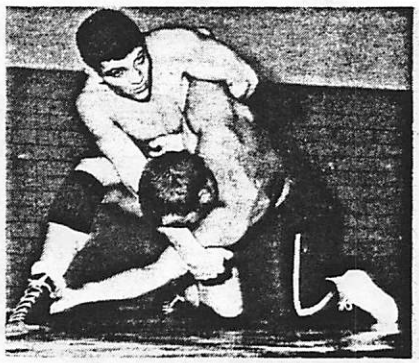


WHIZZER BREAKDOWN STEP-OVER

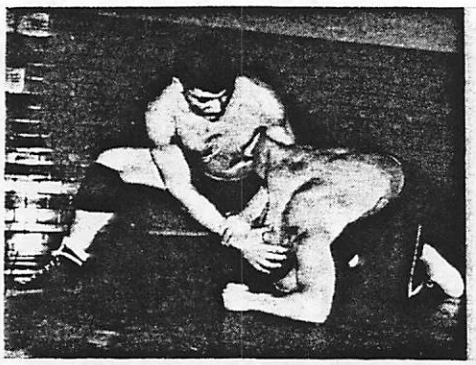


WHIZZER ROLL

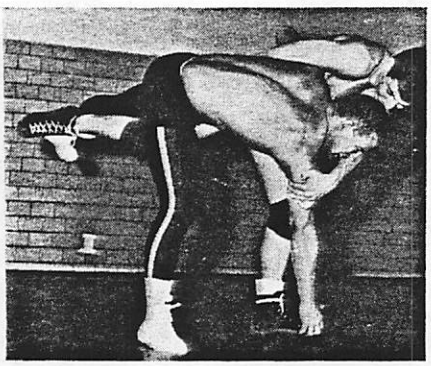
WHIZZER PANCAKE PIN



WHIZZER CROSS-FACE PIN

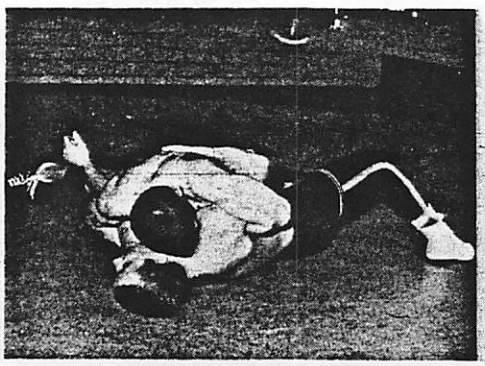


WHIZZER ONE-QUARTER NELSON

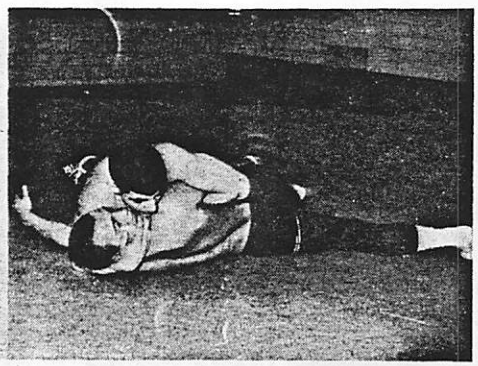


WHIZZER CROSS-FACE TAKEDOWN

WHIZZER LEG PICK-UP



WHIZZER ARM LOCK



WHIZZER HALF NELSON

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KEN COX was appointed head wrestling coach and assistant intramural director at Michigan Tech in September, 1962. A native of Bethlehem, Pennsylvania, he did his under-graduate work at East Stroudsburg State College, Pennsylvania. He received his M.A. from San Fernando Valley State College and his M. S. from the University of Washington. A three-sport athlete in college, he coached service wrestling and played service football. Previous coaching experience has been at Simi Valley High School in California, the University of Washington freshmen, and wrestling coach at Eastern Oregon College, the latter during 1961-62. His Eastern Oregon squad was runner-up in the District 2 N.A.I.A. finals.

WITH THE tremendous growth of wrestling in our high schools and colleges today, coaches are being called upon to teach a sport where past experience and knowledge is limited. According to the National Federation of State High School Athletic Association, wrestling is currently the fifth ranking participant sport in our high schools. Over 94,000 youngsters will participate on 3,191 secondary school teams throughout the United States this year.

For the beginning coach, one of the easiest series of wrestling holds to teach is the Whizzer Series. This Series is extremely popular because of the large number of variations which are possible to administer from the basic position. The whizzer is not only an excellent offensive maneuver, but a counter or defensive tactic as well.

In the following photographs, the wrestler administering the whizzer hold, wearing the shirt and trunks, will be referred to as man "A". His opponent, wearing tights, will be referred to as man "B".

The Basic Standing Whizzer Position (1), "A" gets body turned in front and in the same direction as "B" with his right or whizzer arm firmly around left or waistlock arm of "B".

In the Basic Mat Whizzer Position, (2), "A" moves inside or whizzer arm up and tightly around "B" right or waist-lock arm. "A" comes up on outside leg and graps "B" waist-lock wrist with "A" right hand.

From the referee's position (3), the bottom man can administer the Whizzer Escape. "A" brings inside arm up and around "B" waist-lock arm. At the same time brings outside leg up and pivots on outside foot, and with right hand, pushes "B" head away from his body as he pulls away from "B".

Also from the referee's position, the defensive wrestler can utilize the Whizzer Breakdown Step-Over as a reversal (4). "A" applies the whizzer ground "B" waist-lock arm. At the same time, "A" graps "B" waist-lock wrist with right hand and pulls "B" forward to the mat. From the mat, "A" entire body comes over "B" and pulls "B" on his back.

(Continued on Page 33)

WHIZZER, SERIES

(Continued from Page 15)

In the Whizzer Roll (5), "A" applies the whizzer around "B" waist-lock arm, simultaneously grasping the right wrist of "B" with right hand, and bringing right foot up in a tripod. "A" starts roll by dropping right leg under and pushing hard on "B" right wrist. "A" completes roll by elevating "B" with left leg. As soon as the roll is completed by placing most of "A" weight on his right foot, "A" can move left foot back through to bring him into a position facing "B", putting "A" in a good position to apply fall.

Many coaches like to see the defensive wrestler utilize the whizzer as a direct pinning maneuver. There are several popular variations, one of which is the Whizzer Pancake Pin (6). "A" applies the whizzer from the bottom position, bringing up outside leg and driving right arm across "B" chest underneath "B" left arm pit. "A" lifts and sits through with left leg taking "B" to the mat on his back.

The Whizzer Cross-face Pin (7) is easy to administer. "A" applies the whizzer around "B" waist-lock arm and simultaneously brings up right foot in a tripod. "A" dives right arm across "B" face and grasps "B" left tricep lifting left arm into "A" driving "B" on his back.

The Whizzer One-Quarter Nelson (8) has become popular,. especially with college wrestlers. "A" applies whizzer and brings up right foot in a tripod, immediately turning toward "B" putting right hand on top of "B" head grasping "A" right wrist with whizzer hand. "A" completes maneuver by driving "B" head down and lifting up under "B" right arm pit, driving "B" to a pinning position.

The Whizzer Cross-face Takedown can be an excellent maneuver (9). "A" applies the basic standing whizzer, then drives left arm across "B" face grasping "B" right tricep, simultaneously lifting "B" left leg up with "A" right leg and driving "B" to the mat. As "B" hits mat on his back, "A" moves immediately to a right angle.

The Whizzer Leg Pick-up (10) is also a very fine maneuver, having been used to near perfection by former Olympian James LaRock of Ithaca College. "A" applies the basic standing whizzer, then steps behind "B" keeping whizzer tight and picking up "B" inside leg. "A" lifts and drives "B" to the mat.

(Continued on Page 35)

THE WHIZZER SERIES—

(Continued from Page 33)

Another excellent pinning hold is the Whizzer Arm lock utilized from the basic whizzer. "A" whizzers both waist-lock arms and drives "B" shoulders to the mat, (11).

Finally, we have the Whizzer Half-Nelson, (12). "A" whizzers "B" right waist-lock arm, applying a half-nelson with his right arm and grabs "B" chin. "A" at a right angle drives "B" to the mat.

The Whizzer Series is extremely popular in all forms of amateur wrestling including collegiate (catch-as-catch-can); international or Olympic (freestyle)1 and Greco-Roman. It is utilized with minor alterations in judo.

The Greco-Roman Series in Interscholastic Wrestling

By Ken Cox, Head Wrestling Coach, St. Cloud State College, St. Cloud, Minn.

ONE OF THE TWO Olympic styles of wrestling is Greco-Roman and the other, the more popular style in the United States, freestyle. The freestyle rules are more similar to our intercollegiate and interscholastic wrestling rules. As a competitive form of wrestling, Greco-Roman is relatively new in the country. The person most responsible for the growth of Greco-Roman wrestling in the United States is Joe Scalzo, who introduced this style at the first National A.A.U. Greco-Roman Championships in 1954 at the University of Toledo. Scalzo is presently the wrestling chairman of the N.A.A.U. and was the 1964 and 1966 World Championship freestyle and Greco-Roman tournament director at Toledo, Ohio. Other wrestling personalities aided in developing interest in this style have been, Dean Rockwell, the 1964 U.S. Olympic Greco-Roman coach and currently an advisor coach of the Michigan A.A.U. Wrestling Club; Bill Smith, former Olympic medalist and presently coach of the San Francisco Olympic Club; Dr. Dale Thomas, former Olympic team member in 1952 and 1956, and successful coach at Oregon State University; Dick Torio, one of America's leading Greco-Roman officials from Toledo, Ohio, Tommy Evans, popular University of Oklahoma coach just recently selected coach of the 1968 U.S. Greco-Roman team; Henry Wittenburg, 1948 Olympic Gold Medal winner and still active in the New York A.A.U.; Briggs Hunt, former wrestling coach at U.C.L.A., and author of America's first book on Greco-Roman wrestling just published; Dr. Al De Ferrari, the U. S. representative on the International Olympic Wrestling Committee, and longtime National A.A.U. personality; and, Captain Josiah Henson, Chairman of the U.S. Olympic Wrestling Committee. These leaders, along with many others, too numerous to mention, have brought to our nation this ancient Olympic style of wrestling.

At the conclusion of our regular wrestling season here at State College, we conduct an open Greco-Roman A.A.U. tournament each April; an open Freestyle A.A.U. tournament each May; and two Junior Olympic Development tournaments each June and August for youngsters ages six thru twelve, utilizing freestyle rules. Ray Swartz of the U. S. Naval Academy is

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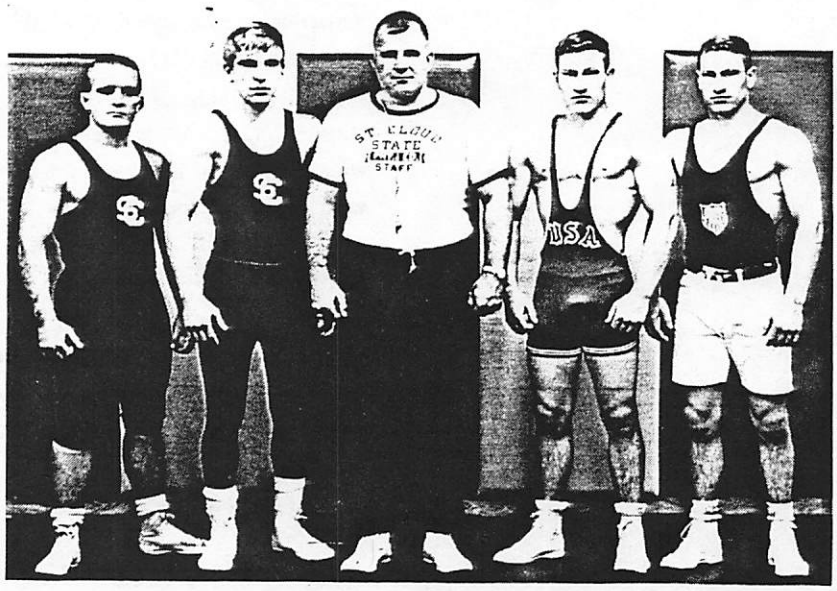


Pictured at left (L to R)

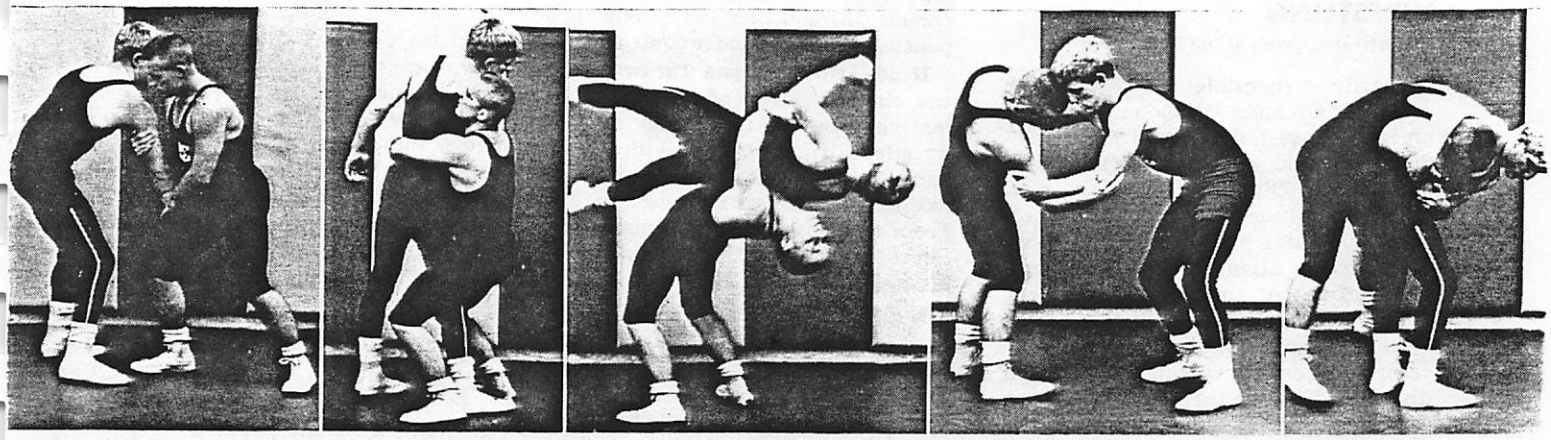
Fran McCann—Assistant wrestling coach at St. Cloud State College. Former University of Iowa and Oklahoma State University wrestling star. Fran was an alternate on the 1963 Pan-American wrestling team. Prior to coming to St. Cloud this past season, the 25 year old coach was head coach at Leo High School in Chicago, Illinois.

Gary Penrson—St. Cloud's freshman 137 pounder from St. Peter, Minnesota. One of the few Minnesota prep wrestlers to place in the State High School tournament four consecutive years. One of the most highly sought after prep wrestlers in the nation last year. Had a high school won-lost percentage record of .922.

Ken Cox—(about the author)—Beginning his fourth year as head coach of the St. Cloud "Huskies". Led the "Huskies" to a 5th place finish in 1964, 3rd place finish in 1965, and 5th place finish in 1966 National (N.A.I.A.) Wrestling Championships. St. Cloud hosted the 1966 National tournament and wrestles a "major" college schedule. Currently the "Huskies" are ranked 7th in the N.A.I.A. and enjoy tremendous student and spectator support in their new 7,500 seat sports arena. Cox, is an asssistant professor of Health and Physical Education, in addition to serving as president of the N.A.I.A. Wrestling Coaches Association. The 33 year old mentor also serves on the prestigous United States Olympic Wrestling Committee and is chairman of the Minnesota A.A.U. Greco-Roman Committee. A former 1956 U.S. Olympic Trials finalist in both free-style and Greco-Roman wrestling, Cox also won the All-Army heavyweight title. Ken earned his B.S. in Physical Education at East Stroudsburg, Pennsylvania, State College; M.S. in Physical Education from the University of Washington; and M.A. in Elementary Education from San Fernando Valley, California, State College. The author is married and has six children. Ken has written five other articles on series wrestling for Coach and Athlete, and has lectured at numerous clinics throughout the nation.

Jim Hazewinkel—Senior co-captain, and three-time N.A.I.A. champion. Placed sixth in the 1966 World Wrestling Championships after winning the National A.A.U. championship. Considered by most experts to be America's top Olympic prospect in 1968 at 125.6 pounds in either freestyle or Greco-Roman. A finalist in the 1964 U. S. Olympic trials, Jim has won-lost percentage record of .929 since enrolling at St. Cloud State.

Dave Hazewinkel—Twenty-two year old twin brother of Jim Hazewinkel, and currently serving as freshman wrestling coach at St. Cloud State. Dave is one of the few wrestlers to win three consecutive tough Northern Intercollegiate Conference championships. A two-time N.A.I.A. runner-up at 115 pounds and finalist in the 1964 U.S. Olympic trials, Dave is another of America's hopes for a Gold medal in Greco-Roman in the 1968 U. S. Olympic trials.



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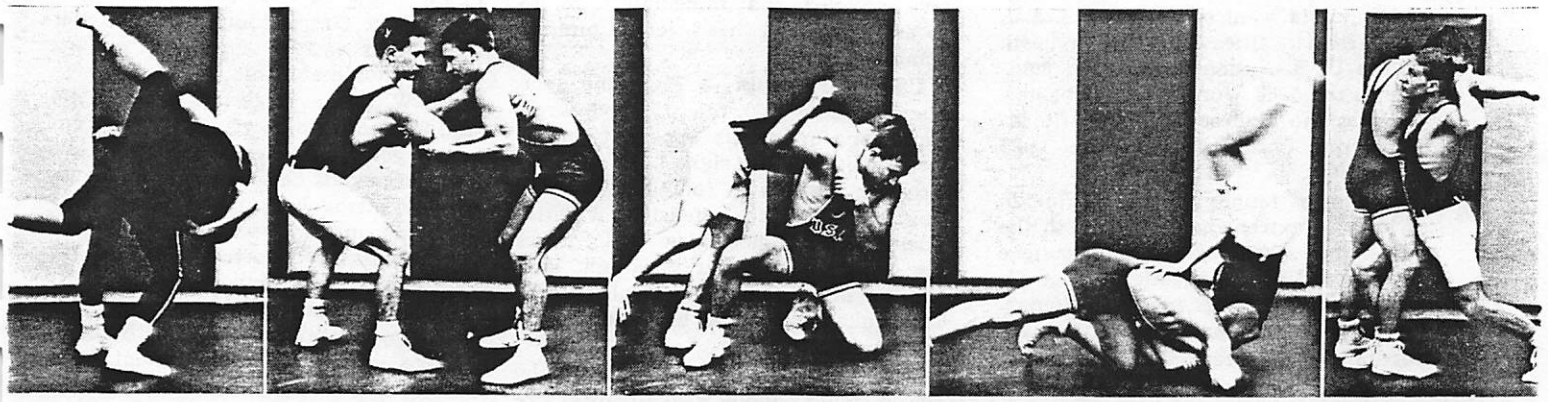

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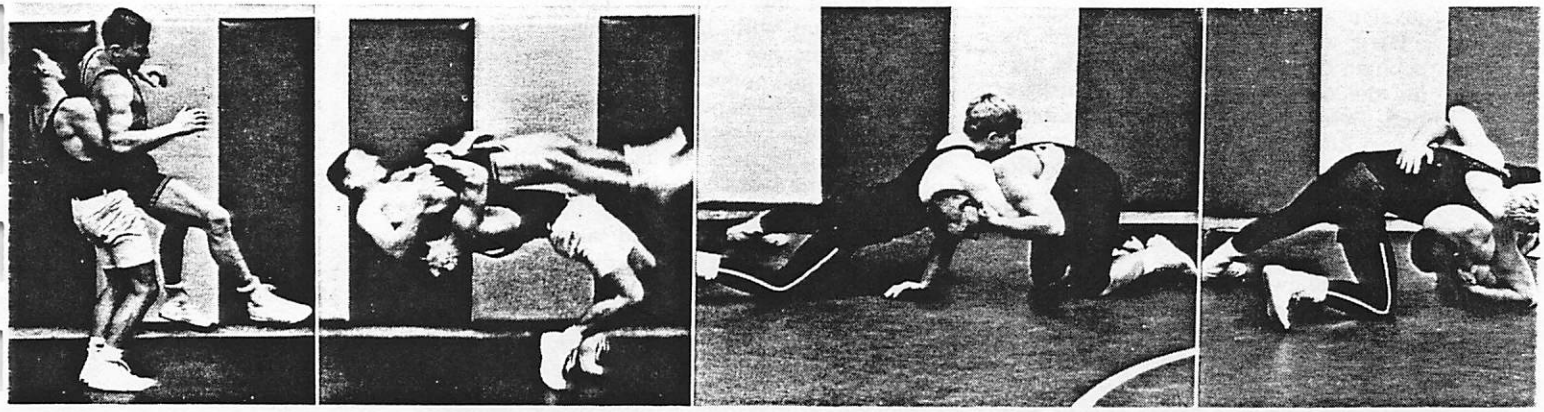

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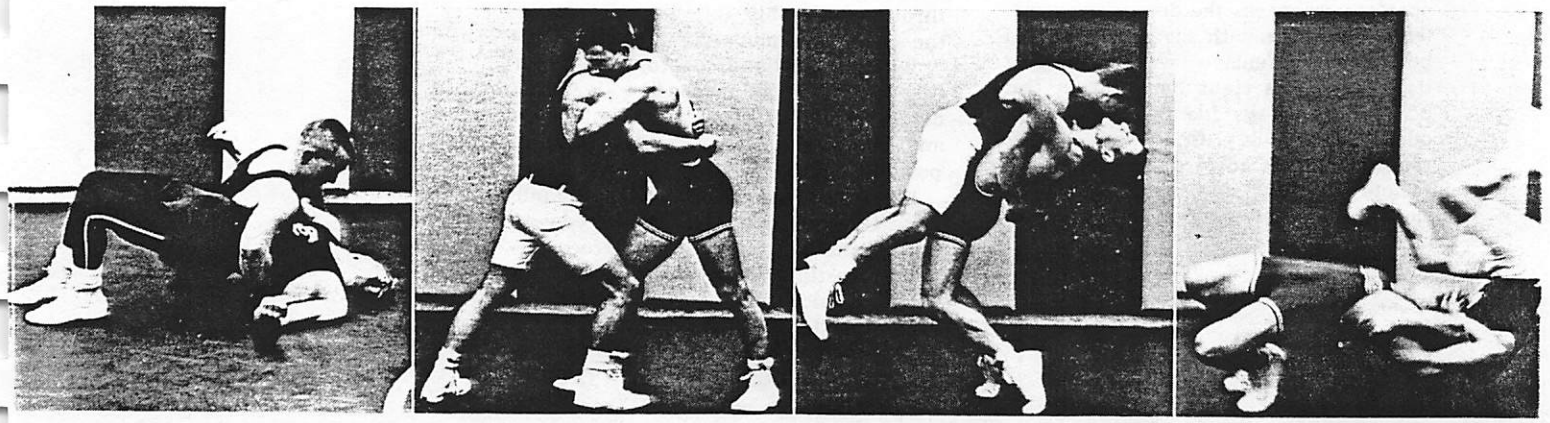


(15) (16) (17) (18)

WRESTLING

(Continued from Page 36)

primarily responsible for the growth of Junior Olympic Development tournaments. These tournaments help introduce Olympic styles of wrestling to our future Olympians. The change-over from our intercollegiate-interscholastic rules to either of the Olympic forms is often extremely difficult for high school and college wrestlers.

This past season our third annual Greco-Roman tournament attracted a record 152 entries in the eight weight divisions. Two of the champions from this tournament, Jim Hazewinkel, 114.5 pounder and Charley Coffee, 125.5 pounder, formerly from the University of Minnesota went on to win N.A.A.U. Greco-Roman titles and earn a berth on the U. S. National team and compete in the 1966 World Championships. Jim was the highest U.S. place-finisher, gaining sixth place in the 114.5 pound class.

We have found the Greco-Roman style to be extremely popular with the post-high school and post-college wrestlers. Since a wrestler is not allowed to use his legs in Greco-Roman, there are fewer hold and maneuver possibilities. A wrestler must work to perfect a limited number of holds and concentrate on improving balance and develop additional physical strength.

Here at State College we use six popular Greco-Roman take-downs during the normal intercollegiate instruction. Before explaining these six basic Greco-Roman takedowns, I will give a brief summary of the 1967 Greco-Roman rules as condensed from the Official National A.A.U. Wrestling Rules Book.

The following six Greco-Roman takedowns are taught to our college wrestlers. (The offensive wrestler in the photographs always begins the takedown on his opponents right).

Short Arm Drag and Side Lift — The offensive wrestler (photo #1) from the open stance grasps the defensive wrestlers right wrist with his left hand and hooks the defensive wrestlers right tricep with his right hand. From this position he drags his opponent diagonally across his front and simultaneously steps toward his opponents (photo #2) left side. From this position the offensive wrestler drives his hips into his opponents right side (photo #3) and lifts and brings his opponent to the mat under control.

Head-Arm Lock and Throw — From the closed stance (photo #4) the offensive wrestler hooks the defensive wrestler's right tricep with his left hand while grasping the defensive wrestler's head with his right hand. From this position the offensive wrestler steps toward his opponent with his right leg and locks both hands on the defensive wrestlers right are (photo #5). The offensive wrestler (photo #6) then lifts and drives the defensive wrestler over his lower back to the mat. When both wrestlers hit the mat the offensive wrestler must remember to stay at a right angle to the defensive wrestler, and immediately go into an "arm and head lock" pinning combination.

Under Arm Spin — From the open stance (photo #7), the offensive wrestler drops under his opponent on his left knee with his right knee up. Notice arm position in (photo #8). From this position the offensive wrestler pivots counter-clockwise and drives his opponent over his back and goes into a pinning combination (photo #9). This takedown must be especially a quick move.

Duck Under Back Lift — From the closed stance (photo #10) the offensive wrestler steps into his opponent with his right leg and drives his opponents right arm up with his left hand. At the same instance the offensive wrestler snaps his opponents head down with his right hand. The offensive wrestler then swings behind his opponent and interlocks his hands around his opponents waist (photo #11). The offensive wrestler then goes into a back bridge (photo #12) and takes his opponent to the mat in the disadvantage position.

Short Firemans Carry — From the closed stance both wrestlers are on their knees (photo #13) with the offensive wrestlers head under his opponents right arm. From this position the offensive wrestler sits under and through with his left leg and holds the defensive man's right tricep firmly with his left hand (photo #14). From this position the offensive wrestler drives straight through his opponent, and puts him on his back in a pinning position (photo #15).

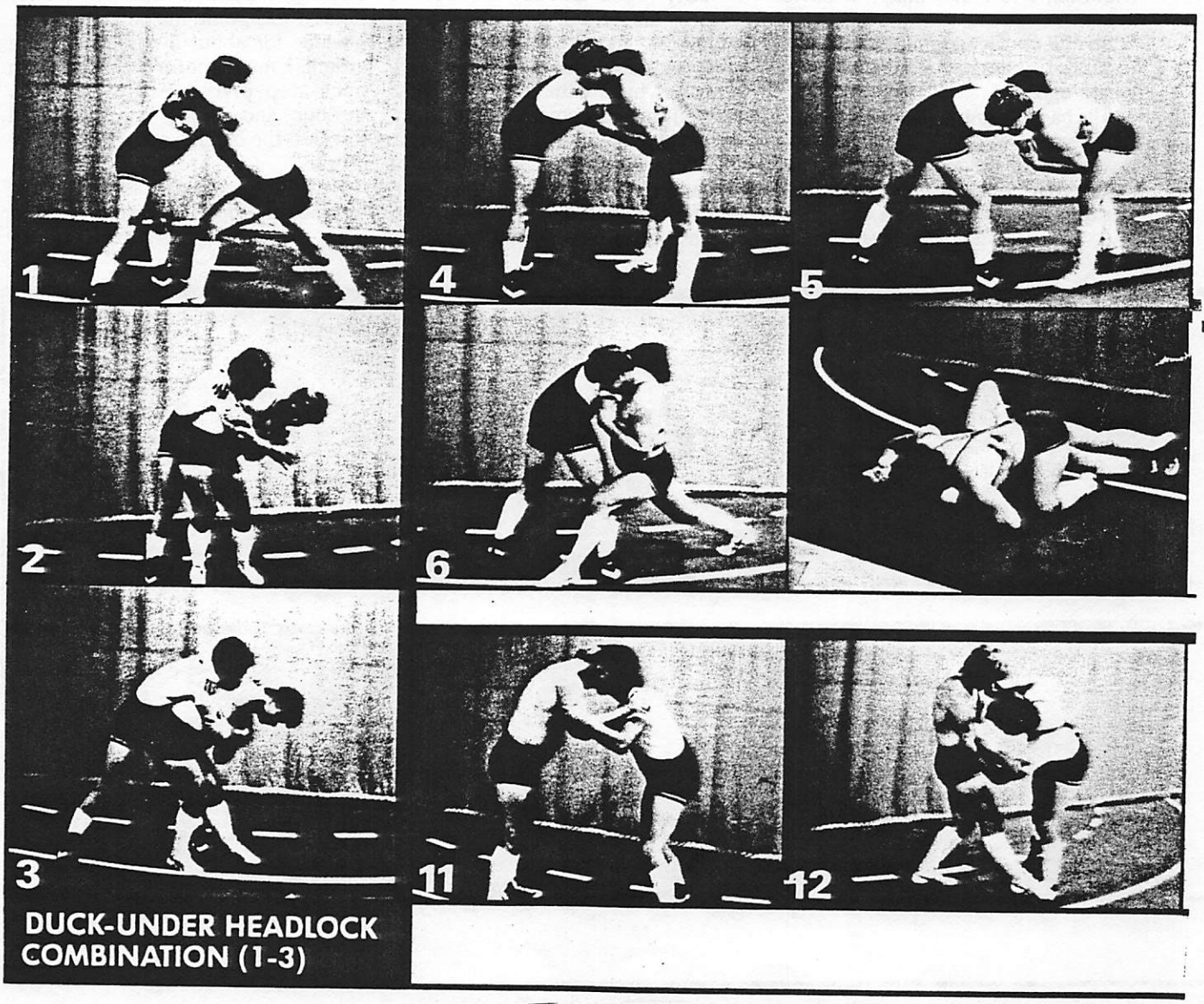
Front Lift and Bridge — This is our last Greco-Roman series takedown. This maneuver is basic in Greco-Roman wrestling, but takes additional neck development and strength. A prep wrestler should not attempt this takedown until the latter stages of the regular competitive season. The offensive wrestler counters a "bear-hug" (photo #16) by wrapping his arms around the defensive wrestlers arms, and steps tightly into him. The offensive wrestler must remember to stay tight to his opponent. From here (photo #17) the offensive wrestler drives his hips into his opponents mid-section and goes into a back bride and supple' rotating clockwise. The offensive wrestler (photo #18) then completes the takedown by putting his opponent in a pinning position with a double-arm bar.

Here at State College we utilize Greco-Roman wrestling as a "change of pace" during the regular season and as an off-season conditioner combined with weight training.

The United States has yet to win a single medal in Olympic Games competition in Greco-Roman. The Soviet Union and eastern European nations usually dominate this style of wrestling. With the largest interscholastic and intercollegiate wrestling program in the world, I am confident the U.S.A. can win medals and international prestige by introducing this style to our collegiate and prep wrestlers and providing them an opportunity for wholesome tournament competition.

The excellent photographs for this article were taken by Fred Bauries, College Relations Department, St. Cloud State College.

Russian-Style Two-Move Takedown Combinations



DUCK-UNDER HEADLOCK COMBINATION (1-3)

By THOMAS C. KNOTTS/Coach, Bradley-Bourbonnais Community H.S. Bradley, Ill.

WHY are the Russians the greatest takedown wrestlers in the world? This question has perplexed many American coaches over the past two decades.

Some coaches believe it is because the Russians are "professional wrestlers in an amateur world."

Other coaches, more knowledgeable about international styles, usually answer it with two words, "Great technique."

If this is true, then why is Soviet technique so superior? That question is more difficult to answer because the Russians are reluctant to tell. However, I feel that much of Soviet success can be directly attributed to a man I met in Moscow during an international coaching exchange three years ago.

His name is Anton Kupsov, and he is the head of wrestling at the Moscow Institute of Physical Culture. He has invented a mechanical device that determines what takedown a wrestler is vulnerable to immediately after countering a specific takedown attempt.

It seems that whenever a wrestler counters a takedown attempt, he must shift his weight away from the force of the attack. That means he cannot counter another attack until he stabilizes his balance.

It will take only a brief time (from .2 to .75 sec.) to do so, but in that time the wrestler will be vulnerable to any second attack whose force is in the direction of the imbalance.

This breakthrough has given the Russians a scientific knowledge of what second moves can best exploit a countering wrestler's weaknesses.

Most American coaches traditionally teach takedowns in three phases: the set-up, the execution of technique, and the finish. Additions are made to capitalize on opponent's reactions, but, for the most part, these second moves come from the very same chain; i.e., the single leg series.

The Soviets drill two different moves in combination. If the opponent counters the first attempt, the second move is designed to exploit the weaknesses resulting from the counter.

The photographs show four separate takedown combinations based on the aforementioned principles:

Duckunder-Headlock Combination (Photos 1–3):

Attacker has elbow-collar tie. He attempts a duckunder by lifting the controlled arm, lowering the level of his hips, and penetrating with a center step between the opponent's feet (Photo 1).

To counter this move the defender must do two things: (1) bring the controlled arm down and to his side, and (2) step back with his leg on the attack side to get distance and stop penetration. At this point, the defender is off-balance for about five seconds. The attacker must then reattack with a back-step pivot, getting his hips through, and maintaining downward force on the defender's arm and head (Photo 2).

He then throws a headlock, trying to place the opponent's head on his

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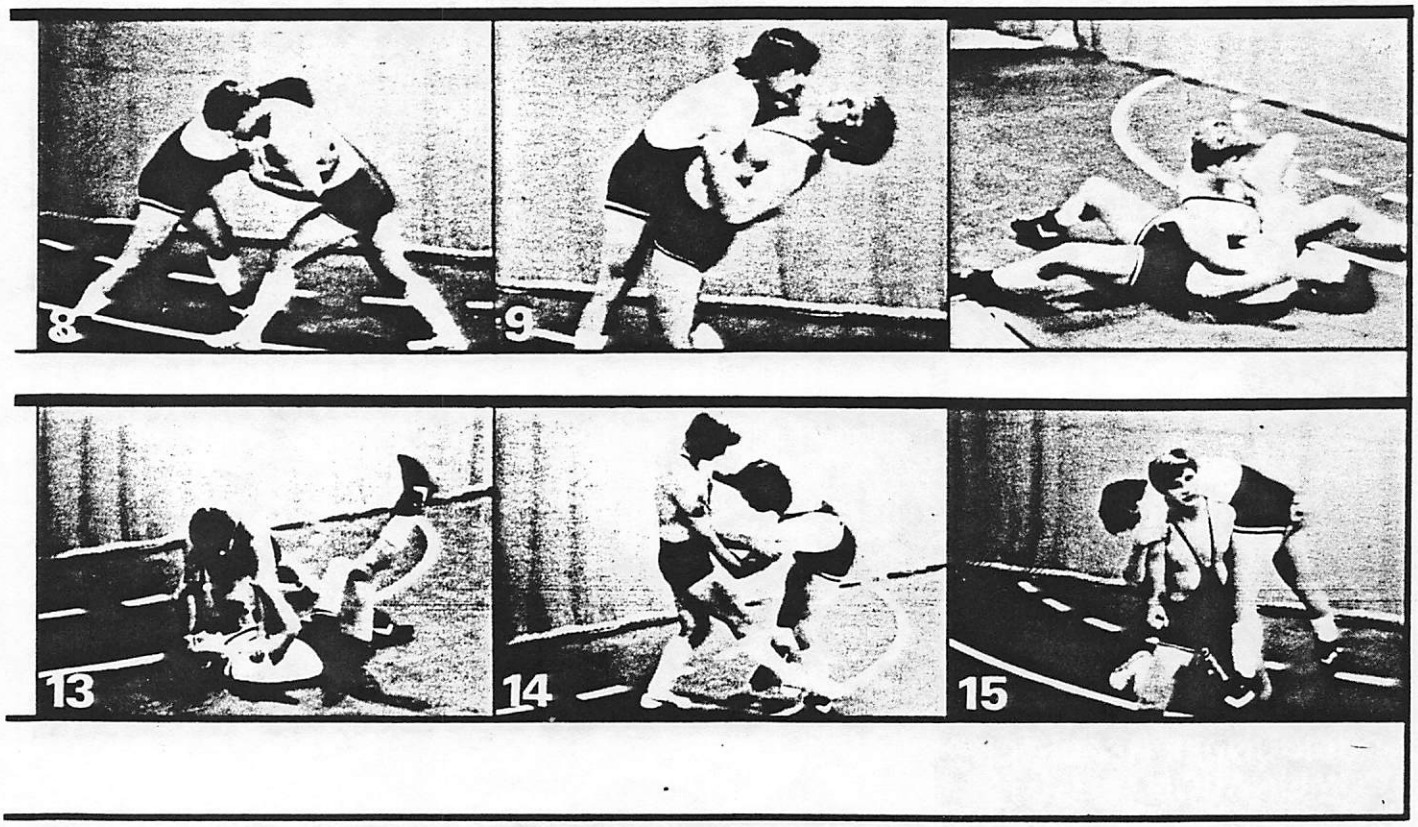


TWO-MOVE TAKEDOWNS

(Continued from page 31)

own shoe tops (Photo 3).

Overunder Stepover-Lateral Combination (Photos 4–10):

Both wrestlers are in the common overunder tie-up (Photo 4).

The attacker pulls the opponent into him with pressure on the overhook side, attempting to get the opponent to step in with the leg on the overhooked side (Photo 5).

When the leg is in range, the attacker tries to step over it with his outside leg (Photo 6).

At the same time he trips, he drives his chest into the man all the way to the mat (Photo 7).

To counter this attempt, the defender must step back with his leg to avoid the backward trip (Photo 8).

As soon as the defender puts weight on the moved leg, he is vulnerable to a simple lateral drop. The attacker plants his feet, pulls on the overhook, and lifts with the underhook as his back arches and throws his lateral (Photos 9 & 10).

The defender cannot counter because he has all his weight on the ill-positioned foot moved during the stepover counter.

Footsweep-Fireman's Carry Combination (Photos 11–15):

The attacker controls the biceps of the opponent's arms or one arm and the shoulder on the other side (Photo 11). This combination works best when the opponent is tired and is straight up and close to the attacker. By pulling on one side and pushing on the other, the attacker cants the opponent in a circle. As he does this, the attacker attempts a footsweep by blocking the opponent's stepping leg at the ankle (Photo 12).

If the footsweep is successful, the opponent will trip and fall to his side and back (Photo 13).

To counter the footsweep, the defender must plant his weight on the threatened foot, or step over the sweep and then plant his foot (Photo 14). As the defender counters, the attacker must reattack the same side with a fireman's carry within five seconds. The attacker secures the arm at the triceps, changes his hip level, and penetrates with an outside step as he pulls his own head under the defender's arm.

With his opposite hand, the attacker reaches into the defender's crotch and throws a carry by pulling down on the arm and lifting in the crotch (Photo 15).

Headlock-Metzger Lift Combination (Photos 16–19):

The attacker has an elbow and collar tie-up or inside control of the opponent's upper arms (Photo 11). He steps in between the opponent's legs with his right foot and attempts a headlock throw by pivoting his hips to a point that gives him leverage against the man's body. He then tries to complete the throw by pulling the opponent over his hips to the mat (Photo 16).

To counter this headlock, the defender must sag his weight backward and straighten up to regain balance. As the defender counters, the attacker returns to face him, jerking the opponent's head to the other side.

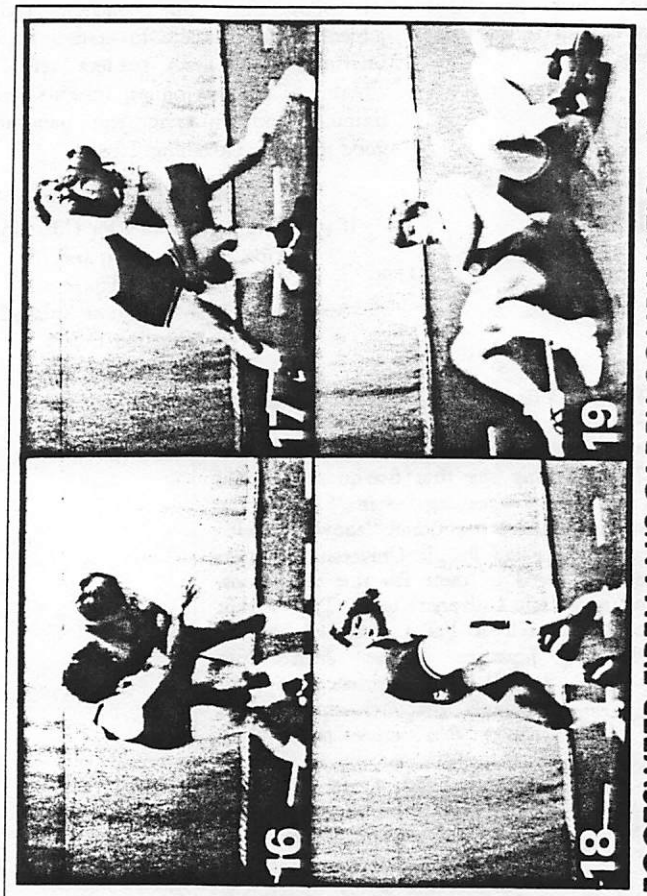
As he pulls on the head, he must step to the outside with his far leg, far enough to block the defender's knee on that side (Photo 17).

Simultaneously, the attacker must reach into the defender's crotch and lift him up and over his knee and thigh (Photo 18).

This will take the defender directly to his back with a stunning throw (Photo 19).

These combinations are only a few of the available moves in takedown wrestling. They are simple to teach and drill—once the wrestler can execute the separate moves and appreciate the tactics of attacking, expecting the counter, and reattacking.

I have included them in my own high school wrestling program with great success.



FOOTSWEEP-FIREMAN'S CARRY COMBINATION (16-19)

COACHING TIPS

A technique that has excellent potential for interscholastic as well as freestyle wrestling.

Japanese Under Arm Spin Series

By Dr. Ken Cox

COACHING TIPS

is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

LET US KNOW

If you have a good idea for Coaching Tips, write it down and let us know today. Send initial ideas, rough or finished articles to Wrestling U.S.A.

A. Introduction

This past April 27, 1985, I had the privilege to be invited by Dr. Bill Connor, athletic director at Pacific University in Forest Grove, Oregon, to be the guest lecturer at the Pacific Wrestling Coaches Clinic. During the first five-hour block of instruction I discussed the "Soviet Wrestling System." During the sixth and final hour we conducted a traditional "show and tell" session, where clinic participants and Pacific University wrestlers discussed and demonstrated some of their favorite techniques. Two senior members of the Pacific University team, Tim Durkin (Anaconda) and Mike Ranieri (Great Falls) demonstrated the "Japanese Under Arm Spin Series". Both wrestlers were 1980 Montana prep champions and learned the series from their respective coaches, Barry Huot at Anaconda and Floyd Vaughan and Brendt Noon at Great Falls. During the past four years at Pacific they had the opportunity to perfect this series under Dr. Mike Clock, who has led the Bulldogs to 17 consecutive Northwest Conference team championships and continual high national (NAIA) rankings. This series impressed me as having excellent potential for interscholastic as well as freestyle wrestling.

B. Japanese Under Arm Spin Series

1. Regular Under Arm Spin

From the neutral position (See page 6) the offensive wrestler secures a left arm tie-up with his opponent's right arm (photo 2). From here the offensive wrestler pivots on the ball of the left foot and steps through with the right leg (photo 3-front angle). It is important to emphasize that the offensive wrestler must secure a tight grip with his hands and drop his hips on the rotation and maintain good balance (photo 4-back angle). From this position the offensive wrestler pulls downward (photo 5-rear angle) and begins his rotation (photo 6) and continues his rotation (photo 7) to the mat. Again, maintaining a tight grip on his opponent's right arm is crucial in executing this throw. To complete this maneuver the offensive wrestler (photo 8) moves from a right angle (photo 9) to an upper four-quarter or tripod pinning combination (photo 10).

2. Counter Whizzer Throw

From the neutral position (photo 1), the opponent (R) attempts

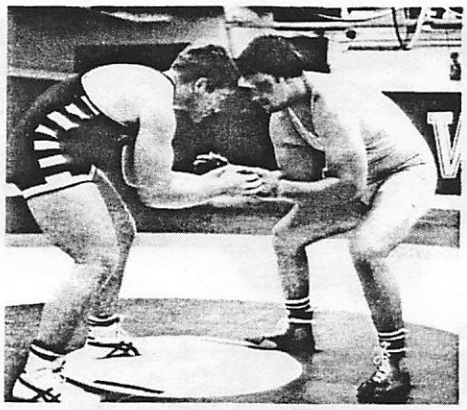
continued page 6

Japanese Under Arm continued

attempts a single leg pick, grasping the offensive (L) wrestler's left leg (photo 11). To counter the single leg pick, the offensive wrestler applies a whizzer (over-hook) applying downward pressure with his left arm and grasps his opponent's left wrist with his right hand. He then tightly pulls the whizzer up while simultaneously extending his left leg backward (photo 12). It is important to emphasize that the offensive wrestler must pull up tightly with his whizzer (L) arm. From this position the offensive wrestler drives his right semi-closed fist in front of his opponent's right shoulder and arm pit (photo 13). The offensive wrestler immediately steps thru with his hips and begins to arch through (photo 14). From here the offensive wrestler continues to arch with a twisting and throwing action to his left (photo 15). A very important teaching point is to emphasize that the offensive wrestler must maintain a TIGHT GRIP on his opponent's right arm. As the offensive wrestler brings his opponent to the mat (photo 16) he completes the maneuver by either: (1) inside figure four arm trap to gain near-fall points (photo 17); or (2) applying a scarf-hold (photo 18), which increases the opportunity to earn 'fall'. Again with all wrestling takedowns it is important for the coach to have his wrestlers drill the move constantly until it is perfected. Finally, it is important that the wrestler learn to execute the takedown from both the left and right side.

Demonstrators

Larry Cox (Photo 1, L) and Craig Rippey (R) were teammates at Lock Haven High School, Lock Haven, PA, in "Mat-Town, U.S.A.".



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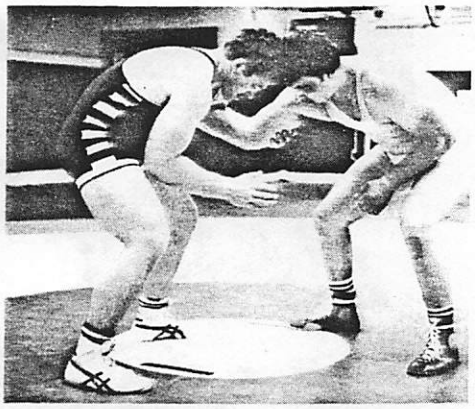

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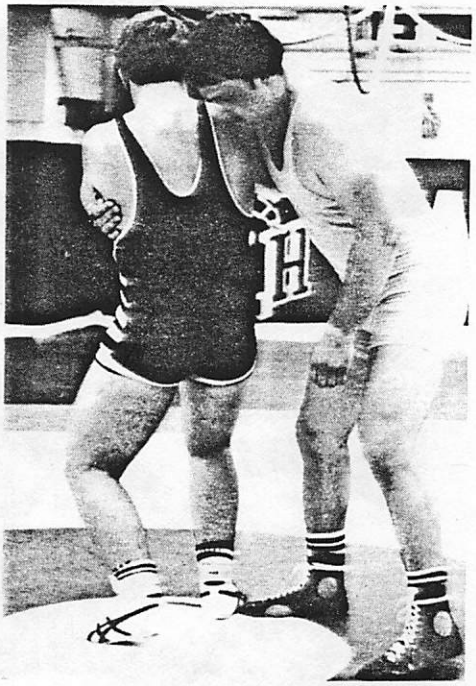

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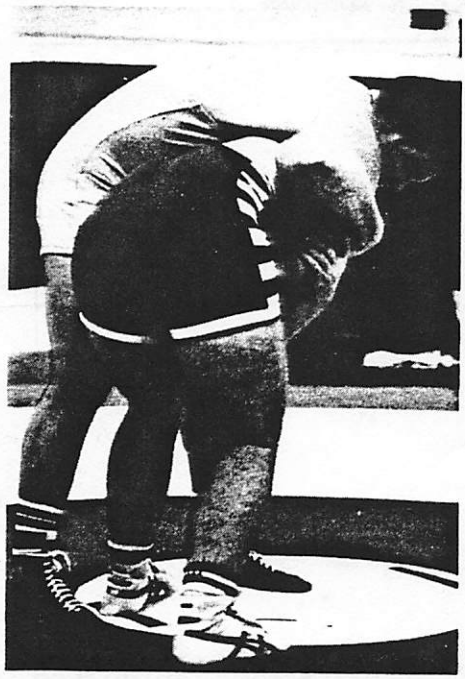

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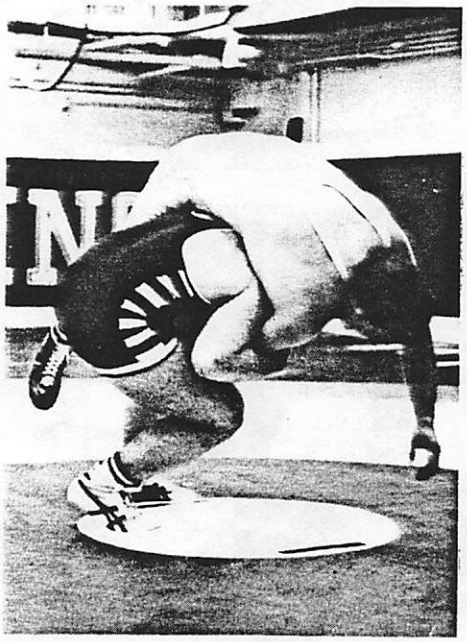

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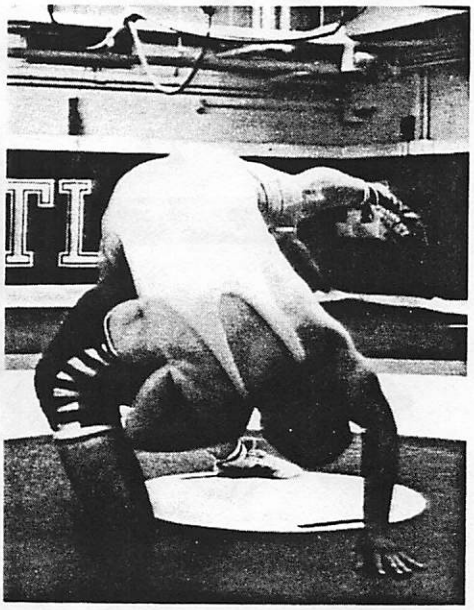

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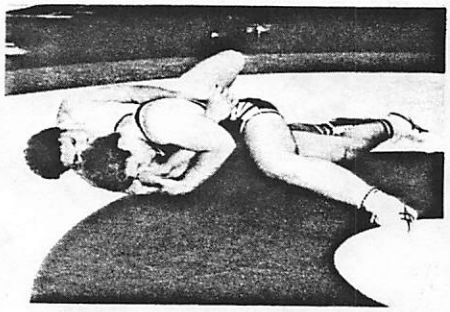

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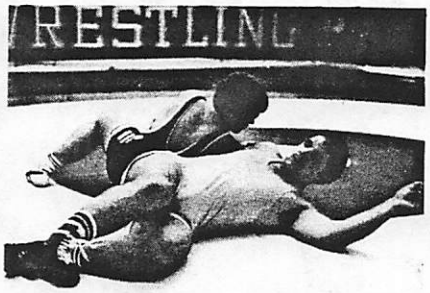

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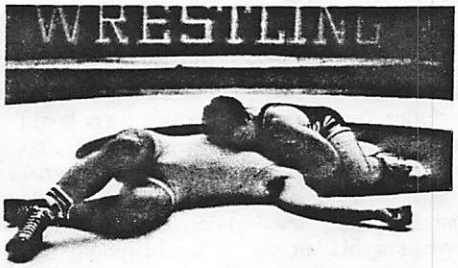

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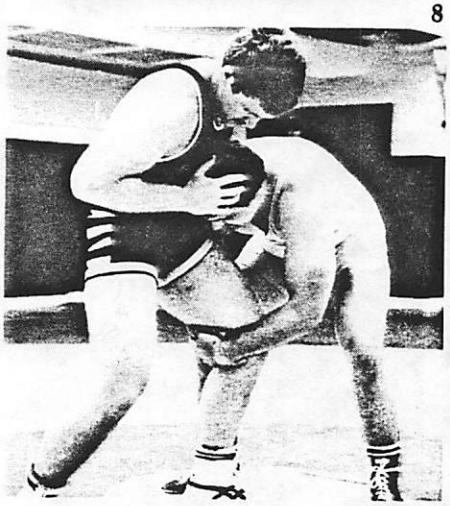

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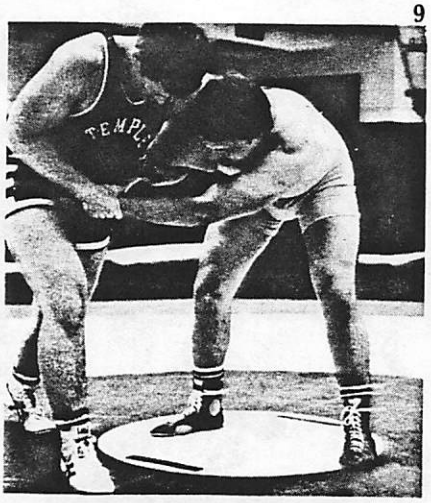

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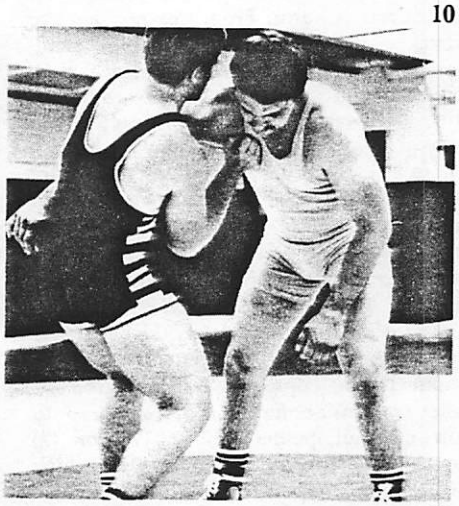

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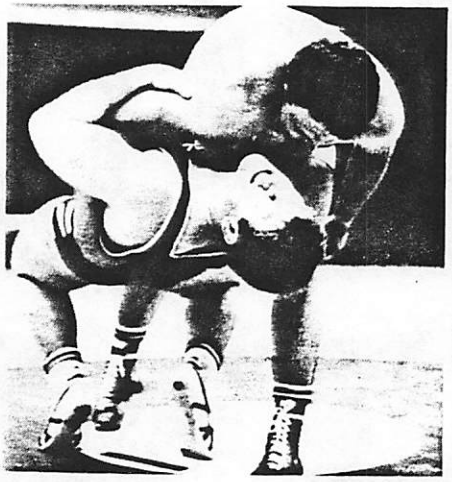

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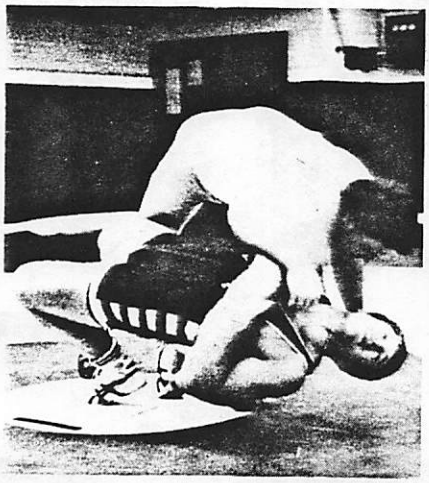

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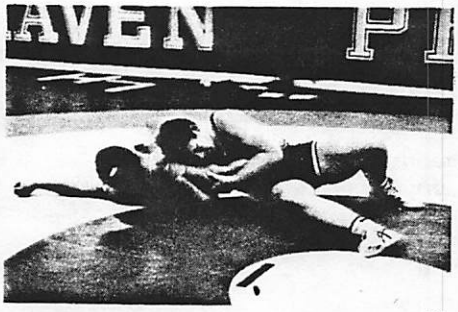

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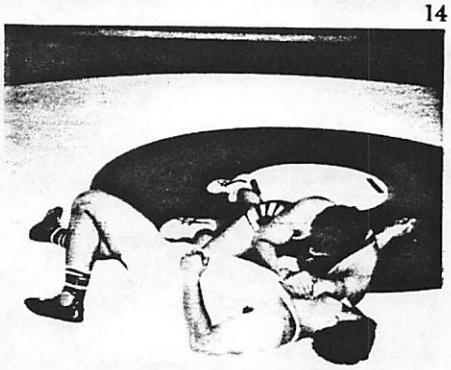

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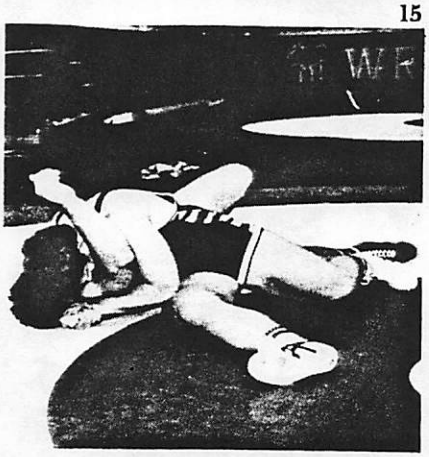

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COACHING TIPS

Soviet Wrestling Series....

"Basic Head and Arm Chancery"

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling USA

By Ken Cox

A Introduction.
For the third consecutive year I had the privilege to participate in a series of Comparative Education Seminars in the Union of Soviet Socialist Republics (USSR). During July and August, 1985 I attended seminars at Lesgaft Institute of Physical Culture and Sport (Leningrad); Byelorussian Institute of Physical Culture and Sport (Minsk); Ukranian Institute of Physical Culture and Sport (Kiev); and, Central (Lenin) Institute of Physical Culture and Sport (Moscow). While researching data on the affects of the Soviet New School Reform Legislature during the first year of their five-year (1984-89 program, it was not surprising to discover that the primary authority for wrestling (Sports Committee of the Soviet Union and the Sports Department of the Ministry of Education) was also in the process of implementing and updating both their federal wrestling cirriculum and instructional syllabus for the Pedagogical (Teachers) Institutes; Institutes of Physical Culture (Education) and Sport; Sport School System; and Sport Societies. The federal curriculum is more commonly referred to as the "United Classification Scheme of Principal Technique in Wrestling Events."

It is important to remember that the Soviets utilize, exclusively, a centralized system of disseminating knowledge in all academic disciplines which include physical education activities and sport. Only after extensive experimental research has been conducted are changes in curriculum, instructional strategies, and course syllabi permitted. The Soviet (Minister of Education) leadership insists on utilizing both scientifically based subject content (including wrestling) and curriculum. We should never lose sight of the fact that the Soviet leadership utilizes sport to "perpetuate the image of Communism," and, physical education is designed to serve the masses to prepare them for..."ready, get ready for labor and defense" (Defense of the Motherland). Hence, both sport and physical education are high priority disciplines in "developing socialism." The Soviets prefer to call their political system "developing socialism," because they don't believe they have as yet achieved pure communism. Also, evidence seems to indicate that the Soviets are in the process of consolidating all of their

continued page 7

technical and tactical resources in preparation for the 1988 Olympic Games.

Prior to returning to the USSR, I had the opportunity to observe the Soviet National team wrestle in Harrisburg, Penn., on April 2. It was evident at that time that the Soviets were utilizing the traditional "Head and Arm Chancery Series" very effectively as a primary defensive tactic from the neutral position. Several weeks later on April 18-19 while witnessing the National Open Freestyle Championships here at Lock Haven University it was not surprising to see a modification of this series being used effectively by many of our post-collegiate wrestlers who had international experience.

Probably the best know recent American wrestler to have outstanding success with this series was former New Jersey Prep and 1976-77 NCAA champion Chris Campbell. The former 1980 Olympian and 1981 World Freestyle Champion is considered by many to be one of the most technically prepared wrestlers in the world. Campbell perfected his front head lock (head and arm chancery) into a four-part series. From the initial front head lock position, campbell executed a (1) Spin Behind, (2) Knee Tap, (3) Armpit Cradle, and (4) Ankle Pick. Chris has demonstrated this series at numberous clinics throughout the country in recent years.

On my return to the USSR I observed that a modification of this series being taught at all competitive levels at both the Central Red Army Sports Facility in Moscow and at the Ukranian Institute of Physical Culture in Kiev. The Soviets have developed this series into four specific maneuvers. Each maneuver is designed for a specific situation and its effectiveness is equated according to whether or not it is a "high risk" (HRM) or "low risk" (LRM) maneuver. A HRM maneuver means that the defensive wrestler (opponent) has an "excellent" opportunity to counter the maneuver for points. A LRM is interpreted to indicate the maneuver is difficult for the opponent to defense and convert into points. Although the Soviets include this series in the defensive (neutral position) category, they are now also teaching it as an offensive maneuver after setting up their opponent with a ruge (fake). They also emphasize speed in executing this series because of the subjective stalling standards now being enforced in international wrestling.

The Soviet series includes:

1. Basic Head and Arm Chancery. A LRM that is executed from a jamming action to a cradle fall. The Soviets refer to this maneuver as a Jam Cradle.

2. Throw-By. A LRM executed from a jamming action to a go-behind to secure a takedown.

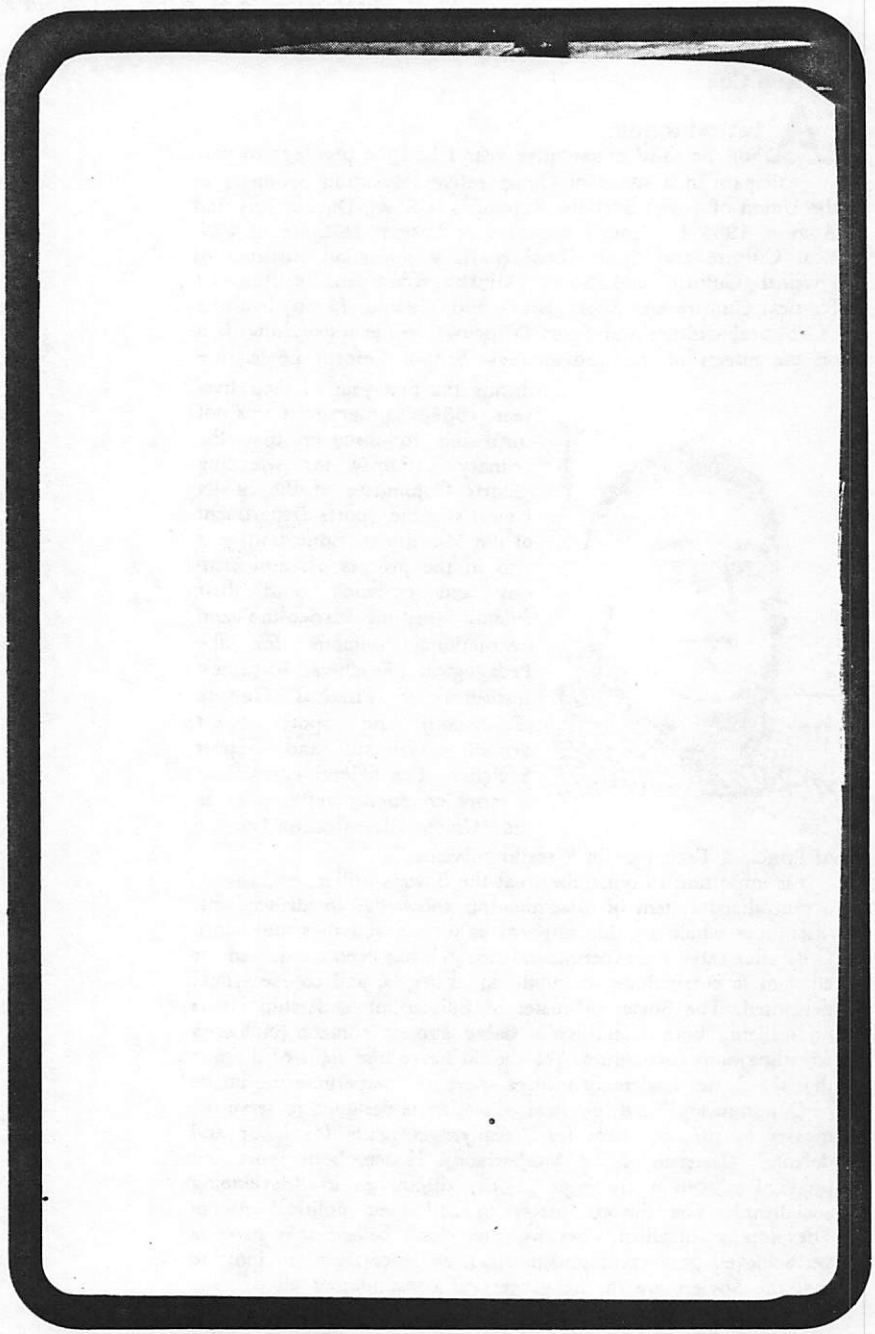
3. Blocking Action—A LRM executed as a defensive blocking action permitting the wrestler to stall or "kill" the clock during the final seconds of a period. A type of stalling tactic.

4. High Bridge Roll Through. A HRM executed as a last resort maneuver while behind in points late in a period, or against an inferior opponent.

With the advent of the recent 1986 inter-scholastic and intercollegiate rule changes ("for better or for worse") even more emphasis must now be placed on wrestling from the neutral position. Hence, I believe this series has excellent potential for inter-scholastic and, intercollegiate as well as freestyle wrestling. I will discuss only the "Basic Head and Arm Chancery" (from a jamming action to cradle maneuver) and the "Throw-By" (from a jamming position to go behind) in this descriptive article.

B. Basic Head and Arm Chancery

The Soviets refer to this maneuver as a "Jam Cardle." As the opponent (R) attempts a single-leg pick, the offensive wrestler (L) snaps his opponent's head down to the opposite side (photo 1), while turning his opponent in a circular motion to his right. From this position the offensive wrestler immediately secures his opponent's head and inside arm while maintaining pressure on his opponent's neck and shoulder and keeping his right arm extended (photo 2). It is important to emphasize that the offensive wrestler must stay up on his toes, keeping both his body weight and pressure on his



opponent's neck and shoulder. It is also important that he pinch his opponent's inside arm tightly against his opponent's head (photo 2). It is recommended that the "cup grip" be utilized by wrestlers with shorter arms and the "hand-wrist grip" for wrestlers with longer arms. From this position the offensive wrestler snaps (pulls) his opponent forward causing his body to be extended, while also breaking his balance (photo 3). As his opponent reacts by attempting to pull back to regain his balance, the offensive wrestler starts the "jamming" action at a right angle, by driving his opponent's weight over his outside leg (photo 4). While maintaining a tight grip, the offensive wrestler continues digging, driving and pushing toward his opponent's rear (photo 5). It must be emphasized that this is a very physical maneuver. During his opponent's attempt to free himself from the cradle, the offensive wrestler has the opportunity to make a slight adjustment of his hand and body position to secure better control (photo 6). From this position the wrestler drives through his opponent, running his opponent to his back, by first pinning his lower back (photo 7), then "settling" in the position himself at a right angle (photo 8) to his opponent and completes the maneuver by driving him over on his shoulders (scapula) while smothering his opponent (photo 9), and earning either near fall points or a fall (photo 9).

C. Throw-By

Only under ideal conditions is this relatively simple "low risk" maneuver effective. When the opponent is extended forward (photo 3) and before he can react, instead of securing a cradle, the offensive wrestler by controlling his opponent's head, snaps the head down and simultaneously releases his hand grip (photo 10) and begins spinning counter-clockwise behind his opponent (photo 11) securing a takedown. It must be emphasized that his maneuver requires considerable speed and timing.

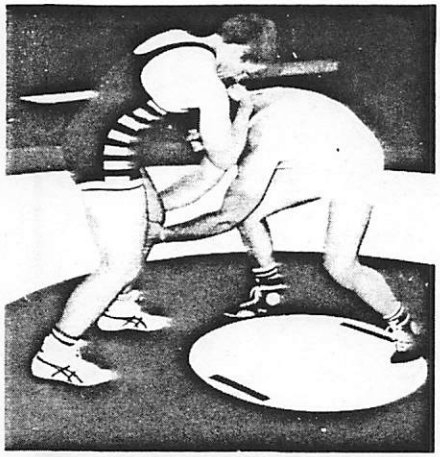
Finally, learning to execute and perfect all takedown maneuvers, requries the coach to constantly DRILL-DRILL-DRILL his wrestlers. The coach must also remember that his ability to analyze and perfect technique remains paramount.

These photos were taken by Douglas L. Desmond, Clintondale, PA, an amateur wrestling enthusiast and sports photographer.

The Demonstrators (L-R):

Larry Cox was a 1977 World Schoolboy champion in Mexico City. The Lock Haven, PA, native was a four-time NCAA Division I qualifier and team co-captain his junior and senior year of the nationally ranked Temple University wrestling team. Larry also lettered two years as a running back on the Owl football team and was an ECAC Scholar Athlete.

Craig Rippey was a former teammate of Larry Cox in both football and wrestling at Lock Haven High School, Lock Haven



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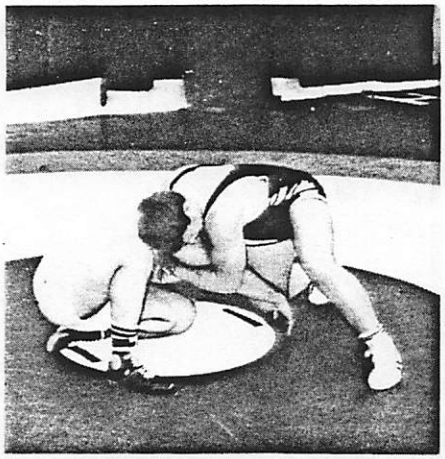

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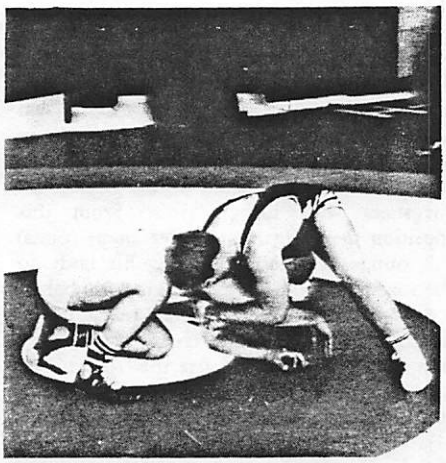

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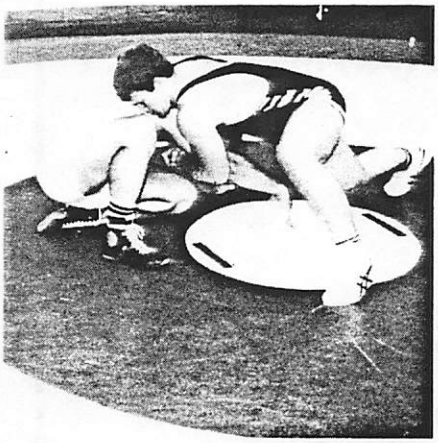

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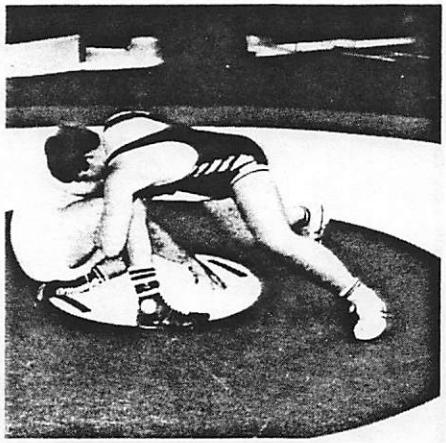

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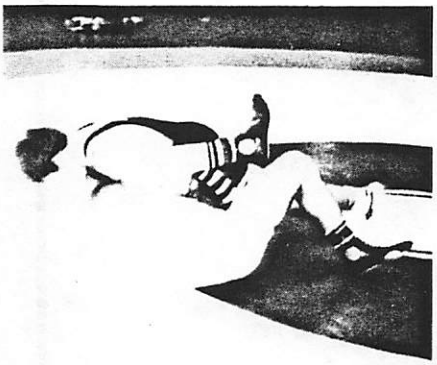

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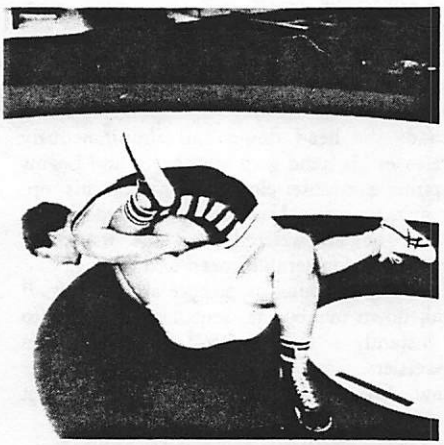

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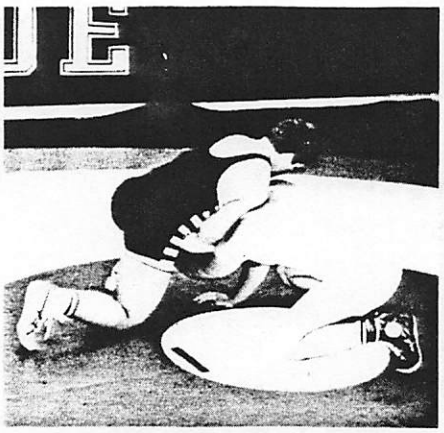

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("Mat-Town, USA"), PA.

About the Author: Dr. Kenneth M. Cox is a professor in the Department of Health Science at Lock Haven University of Pennsylvania. A nationally recognized Soviet authority in Comparative Education, Physical Education and Sport, the author has contributed on numerous occasions in the past to Wrestling U.S.A. A 1956 U.S. Olympic Trials finalist, the author had a 23-year career coaching record of 225-94-7. Dr. Cox recently retired as a Colonel after 30 years service in the U.S. Army Reserves.

Coaching Tips

Coaching Tips is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, eductors, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips. Let us know if you have a good idea for Coaching Tips, write it down and let us know today. Send initial ideas, rough or finished articles to Wrestling U.S.A.

Comparative Wrestling Series
USA and USSR

"Modified Soviet Ankle & Leg Throw Series"

By Dr. Ken Cox

A. INTRODUCTION

Before discussing this modified wrestling series I would like to briefly mention the significance that both the United States of America (USA) and the Union of Soviet Socialist Republics (USSR) have placed on sports (including wrestling) during both the discussion and implementation phases of New School Reform (NSR) legislation.

In the USA numerous influential groups of reformists composed primarily of business, education and professional leaders have flooded the media with a multitude of documents recommending curriculum revision, educational reorganization and a host of other well-intended suggestions in the hope that our schools will regain the leadership in the attempt to solve many of our nation's ills. The primary objective of these groups is to keep the future generations of Americans competitive in the world market. Even our nation's governors have called for a radical restructuring of the public school system. (New York Times 2 /24/86).

Currently, in the USSR, the Ministry of Education is rapidly approaching the midway point of their five-year plan of Soviet Union (CPSU) Central Committee. (Pravda , 6/5/86) Similar to the USA, NSR in the USSR mandates extensive renovation from pre-school education through the reorganization of higher education and specialized secondary education by the Ministry of Higher Education and Specialized Secondary Education. It is interesting to note that among their top priorities is the improvement of national standards of sports performance of Soviet athletes and to arm its athletes with a systematic knowledge of basic principles and techniques.

continued page 5

Modified Soviet continued

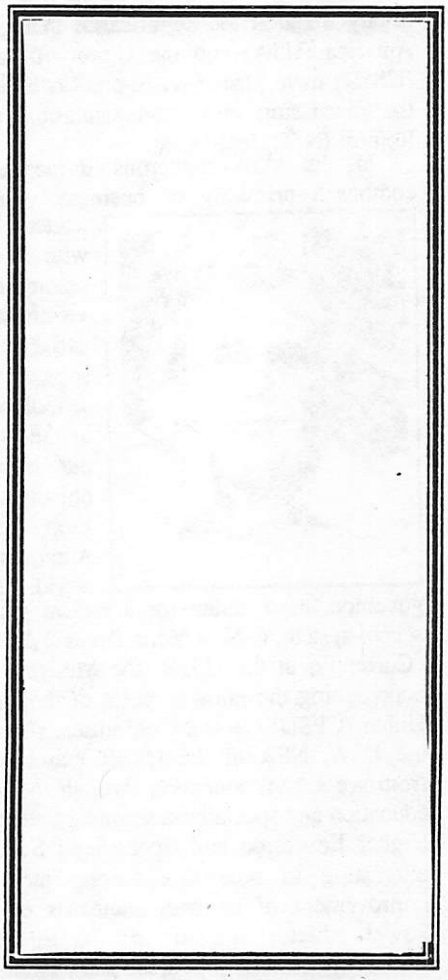
In the USA, educational reform is also extending well beyond the traditional 3R's. A prime example is the adoption of the controversial Proposition 48 Athletic Eligibility Rule at the NCAA-Division I level. Even at the interscholastic level the mandatory 2.00 grade point average rule for extracurricular participation (ex., Texas, etc.) has moved from the discussion stage to reality. Also on a positive note are the reform movements to increase the state mandated health and physical education graduation requirments (ex. PA-House Bill 740) now common in the majority of our states. Teachers of all academic subjects are now directly involved in revising course syllabi and updating outdated curriculum grades. Over one-half of our states have already adopted teacher competency examinations (ex., Arkansas, Oklahoma, Texas) as a certification requirement. At no time since the Sputnik era in the late 1950's, has the total realm of education come under tougher scrutiny. All types of extracurricular activities and athletics in particular have not escaped this extensive revaluation by both the taxpayer and media.

Because the USSR has experienced a decreased level of economic productivity in recent years, the CPSU has determined that many of their problems stem from a stagnated and bureaucratic educational system. In 1986 they set out to reestablish new vigor and vitality in socialist education determining to solve their nation's ills. Because in the Soviet scheme of things, all Olympic sports are accorded status similar to other academic disciplines, the 15 major Institutes of Physical Culture and Sport where the majority of coaches are trained, elite coaches, faculty and researchers are currently engrossed in revising their instructional programs. It is interesting to note that at the Federal Institute of Physical Culture and Sport in Moscow, the faculty members in the Department of Wrestling enjoy the same academic priviledges as other faculty members. They are also accountable and are expected to lead Soviet wrestling to the highest glories for the Motherland. Their major contribution comes through developing wrestling coaches of the highest order and perfecting the "United Classification of Principles of Wrestling Technique" which serves as the Soviet system of wrestling. Any changes in the instructional system must ultimately be approved by the USSR Ministry of Education with input from the USSR Academy of Pedagogical Sciences; USSR National Olympic Committee and Sports Committee of the USSR; Scientific Research Section of the USSR Sports Committee, and other less visible bureaucratic agencies. Change is often complex and frustrating for Soviet coaches at the "grass roots" level.

The direct responsibility for reform implementation falls to the USSR Ministry of Education whose basic objective in the current five-year plan is to arm all its athletes with a systematic knowledge of the basic principles and techniques of a particular sport. To further illustrate this concept, each Olympic style sport committee is armed with a federal curriculum. For example, in gymnastics the Soviets have developed a "Profile Program" that pinpoints 23 basic skills for women and 30 for men. The Soviet coaching staff at all levels of competition must be committed to teach this system.

Whereas in our nation, each high school and college coach is free to develop his own coaching system. As teachers and coaches we are free from any state or federal intervention with regard to what and how we teach wrestling. Because of this tradition in a free democracy, American coaches are considered to be the most innovative in the world. This is perhaps the greatest strength of our system. For the most part American coaches are a pragmatic group, and cling to the theme that, "if it works use it." In recent years, USA Wrestling, the national governing body for wrestling (not including high school and college), has been developing a "National Wrestling Coaches Certification Program." This program has three levels of accreditation--bronze, silver and gold. The bronze level is an attempt to consolidate research data in 15 topics giving the aspiring young coach a point of reference. There are several other similar programs available for primarily the volunteer youth coach in football, baseball and other sports. One of the more notable is the"National Youth Sports Coaches Association." However, American coaches traditionally utilize their junior-senior high school and college competitive experiences as a base for developing a coaching style and system. A multitude of excellent summer clinics and coaching seminars, along with undergraduate activity and coaching courses, are available for both the aspiring young coach and the more experienced mentor. Also the transfer of learning and carry-over theory from one sport to another is prevalent in training many American coaches with the traditional "on-the-job-training" being the most common method.

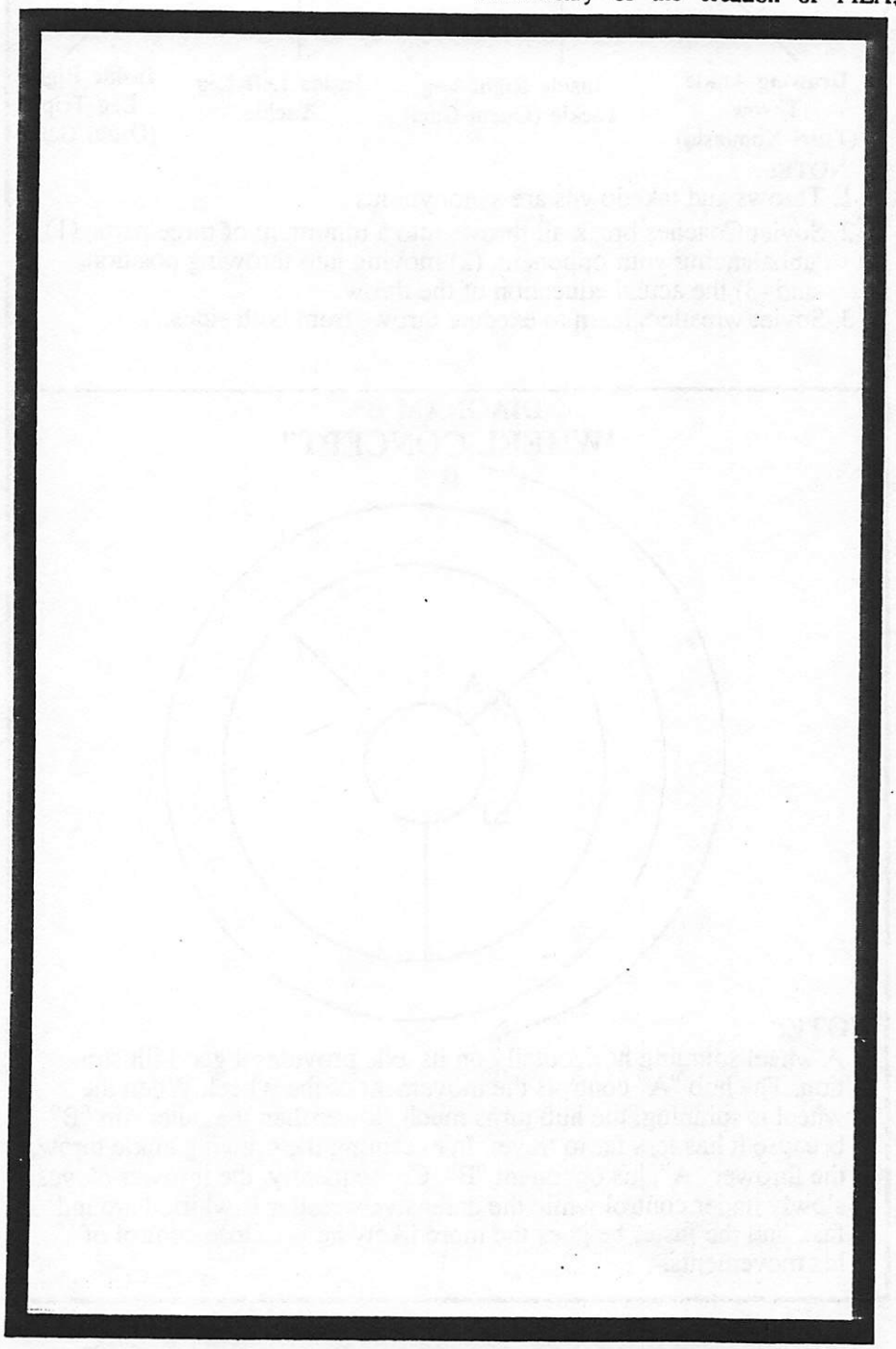
In 1983 while studying at the Federal Institute of Physical Culture and Sport Science in Moscow, I acquired a personal copy of the "United Classification of Principles of Wrestling Technique" (UCPWT). While collecting data in Kiev, Leningrad and Moscow from Oct. 30-Nov. 19, 1986 I took the opportunity to examine the revised edition of the UCPWT. This federal system is an interchange of freestyle, Greco Roman, judo and sombo wrestling technique. According to the daily Soviet sports newspaper "Sovietski Sport," the USSR State Committee on Physical Culture and Sport, claim to have over 1,700,000 active participants at all levels in the four international styles of wrestling. The UCPWT is the foundation used in



teaching techniques in preference to conditioning and the other aspects of wrestling.

The department of wrestling research and development is charged with the responsibility of refining wrestling techniques allowing four Soviet coaches and wrestlers to keep abreast with the constant rule changes that take place under the International Amateur Wrestling Federation (FILA). According to Merited Master of Sports A. Kolesov, deputy chairman of the USSR State Committee on Sports...

....."Our goal is to make wrestling more interesting for the spectator, more entertaining, and more attractive to young people. Along that line, some rule changes will be introduced next year including a new maximum score of five points is being introduced. It will be given for a particularly high throw from referee's position. The "escape" will be second higher, earning two points. It has been decided that competitors will weigh in not on the day of competition, but the day before. Thus the next world championships, marking the 75th anniversary of the creation of FILA, which now brings together the national federations of 111 countries, will take place under new rules. It is important then that referees get used to high scores for effective throws, and most importantly, learn to give them. In order for a competitor to win convincingly, they must vary their technique and tactics, and display a superior quality of fighting. Our researchers must continue to develop new techniques that will allow our coaches and competitors to maintain supremacy on the mats." (Pravda, Traditional Victory, 10/27/86)



The following modified series is a typical example of how the Soviets interchange wrestling techniques from one style to another. This series selected for discussion are extracted from "Soviet Ankle and Leg Throws to the Opponent's Rear" which is included in the most recent revision of the UCPWT (see Diagram A). These four basic throws for inclusion in this series were selected because they can be adapted to American (intercollegiate/interscholastic) folk-style. Finally it is important to remember that gymnastics and tumbling are major components utilized in the development of Soviet wrestlers at all competitive levels as the Soviets believe these activities teach wrestlers mat awareness.

B. Modified Soviet Ankle and Leg Throw Series

Drawing Ankle Throw

Ankle throws are throws in which the offensive wrestler attacks his opponent's ankle with his own foot. All ankle throws must be learned utilizing either foot, depending on which way your opponent moves. The essence of all ankle throws is to push your opponent's foot across the mat surface, not to lift it off the mat. This is an important concept because, however well you execute the rest of the throw, if your attempt to lift with your throwing foot fails your opponent can easily lift his attacked foot to step clear. Another important point to remember is that your disengaged foot, that is, the foot which is not attacking your opponent's ankle--must point in the direction of the throw or you will not be able to move fast enough to execute the throw.

While both wrestlers are pummeling for inside arm position from the closed stance, the offensive (left) wrestler grasps his opponent's left tricep while

simultaneously driving his left hand under his opponent's right arm (photo 1). As the defensive wrestler steps forward with his left foot and just as his weight is placed on it, the offensive wrestler attacks with his right foot. While breaking his opponent's balance, the offensive wrestler utilizes a rotating action or circular movement to his right with his arms (photo 2) forcing the defensive wrestler to displace his weight on his inside (left) foot forcing his right foot slightly off the mat (photo 2). The offensive wrestler blocks his opponent's left foot just above the ankle with the sole of his right foot (photo 2). As the offensive wrestler moves into position to execute the throw, his right leg should be straight remembering to keep his disengaged foot (left) pointed in the direction he is executing the throw. The actual execution of the throw is a circular turning (180 degrees) motion similar to a lateral drop/pancake maneuver which drives the defensive wrestler on his back in a pinning position (photo 3). The proper execution of this throw requires good balance and timing.

It is important to remember that the offensive wrestler's attacking hip is the key to the movement. The hip movement enables the offensive wrestler to make all movements in circles (see Diagram B). Jody Karam of Lock Haven University currently ranked 6th in the nation (NCAA I) at 167 pounds has had unusual success with this throw.

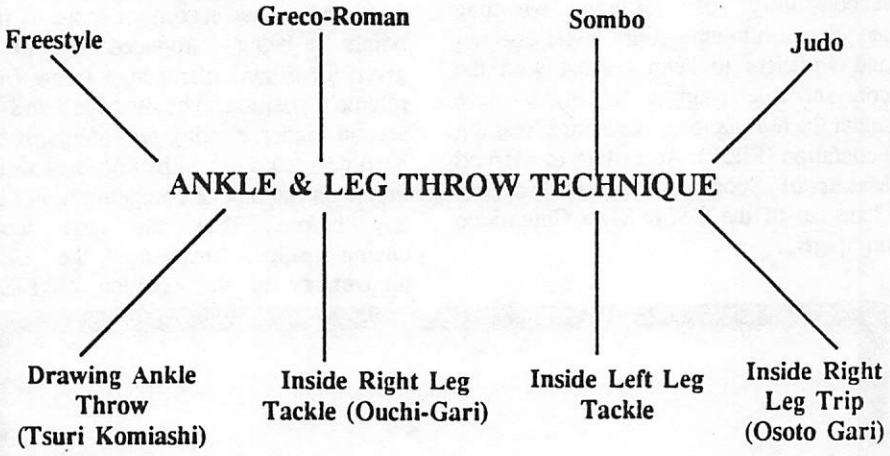
Inside Right Leg Tackle

In judo this throw is commonly referred to by its Japanese nomenclature, "Ouchi-Gari" meaning major inner reaping throw. This throw is executed to the opponent's rear. All rear throws should be made against an opponent who is on the defensive, with knees bent, or against an opponent retreating to his rear. It is also important that the defensive wrestler's balance be broken over his heels. Also this throw can be executed when the opponent is in a defensive posture with his feet squared, or when he is standing with one leg advanced and balanced on it.

From the inside arm control (photo 4) the offensive wrestler breaks his opponent's balance while he is moving into him (photo 5). From this position the offensive wrestler tackles his opponent's inside (left) leg with his right leg by dropping his hips and driving off his left foot (photo 6). From this position, he completes the execution of

DIAGRAM A

"UNITED CLASSIFICATION SCHEME OF PRINCIPLE TECHNIQUES OF COACHING WRESTLING'

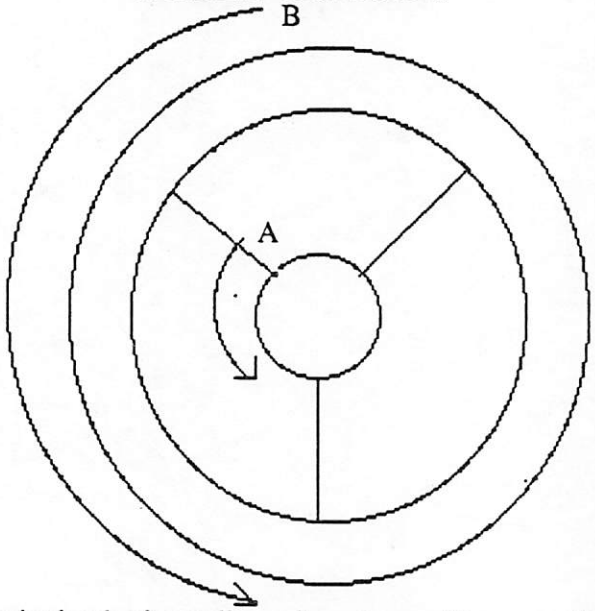


NOTE:

1. Throws and takedowns are synonymous
2. Soviet Coaches break all throws into a minimum of three parts, (1) unbalancing your opponent, (2) moving into throwing position, and (3) the actual education of the throw.
3. Soviet wrestlers learn to execute throws from both sides.

DIAGRAM B*

'WHEEL CONCEPT"



NOTE:

A wheel spinning horizontally on its axle provides a good illustration. The hub "A" controls the movement of the wheel. When the wheel is spinning, the hub turns much slower than the outer rim "B" because it has less far to travel. In executing the drawing ankle throw, the thrower "A", his opponent "B". Consequently, the thrower moves slowly under control while the defensive wrestler is whirled around fast, and the faster he goes the more likely he is to lose control of his movements.

the throw by driving through his opponent (photo 7). Again emphasis must be on breaking the defensive wrestler's balance to his rear.

Former NCAA champion Jesse Reyes of Cal State-Bakersfield has probably perfected this throw better than any other American wrestler in recent memory. He uses the throw with great success in both freestyle and folk-style.

Inside Left Leg Tackle

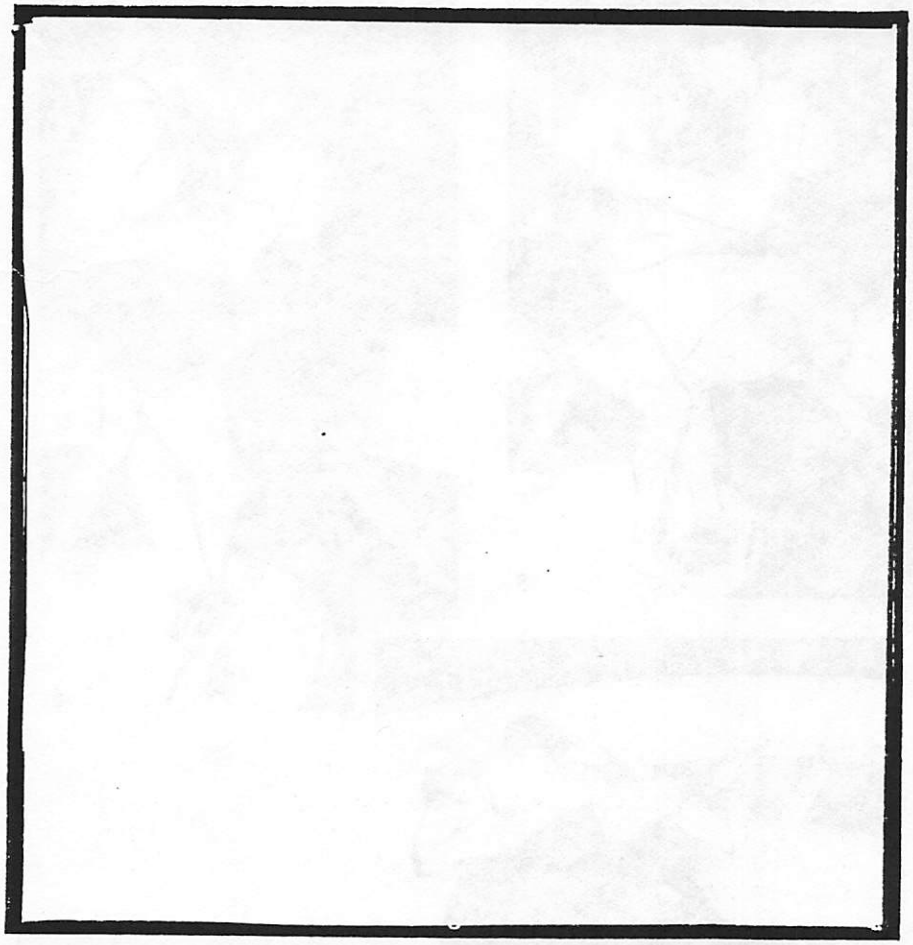
From the closed stance the offensive wrestler circles away from the leg he will execute the inside tackle (photo 8). The offensive wrestler drops his hips while planting his right foot and tackles his opponent's inside (right) leg with his left leg (photo 9). The important thing to remember in executing this throw is that the offensive wrestler uses a sweeping action with his left leg while simultaneously dropping his hips. The offensive wrestler completes the throw in excellent position to score a fall or near fall points (photo 10).

Ricky Bonomo, 118, the 1986 NCAA champion from Bloomsburg University has had outstanding success with this takedown.

Inside Right Leg Trip

In judo this throw is commonly referred to by its Japanese nomenclature, "Osoto Gari" meaning major outer reaping throw. A major feature of this throw is that it has a low risk factor for the offensive wrestler. It is best if the offensive wrestler is taller than his opponent.

If properly executed, the throw has potential under favorable match conditions. From the closed stance, the offensive wrestler (left) breaks his opponent's balance by pulling down on his opponent's right arm while overhooking and exerting downward pressure on his opponent's left bicep and stepping forward with his left foot so that it is parallel with the defensive wrestler's right foot (photo 11). It is important to break your opponent's balance to his inside (right) foot, while maintaining a tight grip with the fingers of both hands (photo 12). From this position the offensive wrestler swings his right leg through (photo 13), driving his right calf backward (photo 14), sweeping his opponent's inside (right) leg off the mat (photo 15), driving his opponent with force backwards to the mat (photo 16).



C. Conclusion

The Soviets are rapidly recognizing that both the teacher and coach need greater individual freedom and flexibility in determining not only teaching style but also subject content. During nationwide NSR Legislation discussion Soviet coaches continually emphasized that they need greater freedom in the selection of technique and strategy for their proteges. The coaches realize these requests will be very difficult to obtain because the CPSU is committed in education to the collective concept, "all for one and one for all." They realize that everyone learning the same thing precisely at the same time can cause stagnation. A centrally controlled system discourages academic creativity.

This past August in Leningrad a Merited Master of Sport told me.....

.....:"*to defeat a Soviet wrestler, all our opponents must do is find the key to open the lock of our wrestling technique system. Furthermore, as the maturity and experience of American wrestlers now competing at the international level continues to increase, Soviet elite coaches must be allowed greater flexibility in allowing our wrestlers to develop their own individual style and technique. We were impressed with the American freestyle wrestler's ability to improvise at the Goodwill Games. We always expect a Dan Gable coached team to be aggressive and well conditioned. They especially seemed very flexible and continue to improve. Also the Bulgarians who traditionally utilize the Soviet system, were very impressive using some innovative techniques made popular in America.*"

Finally, it is imperative that American coaches continue to study, research and purify their own system of technique to keep abreast with our rapidly changing sport.

Demonstrators

Jody Karam (L) is a junior majoring in health and physical education at Lock Haven University and the 1985 Pennsylvania State College Athletic Conference and 1985 Eastern League 167 champion. Jody is currently undefeated (16-0) this season and ranked 4th in the nation.

Jeff Karam (R) is a sophomore majoring in business management science at Lock Haven University and is the varsity 177 pounder for the nationally ranked (NCAA I) Bald Eagles of Neil Turner.

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Drawing Ankle Throw

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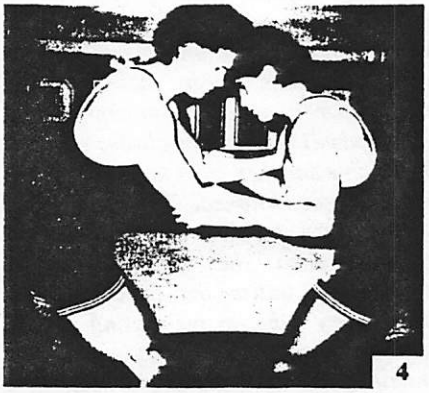
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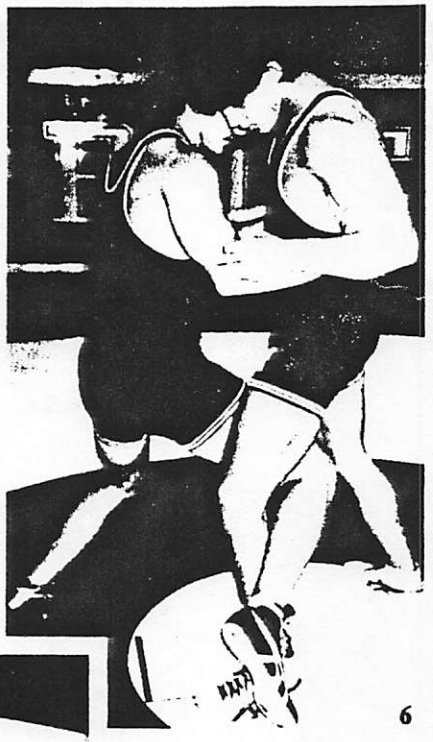
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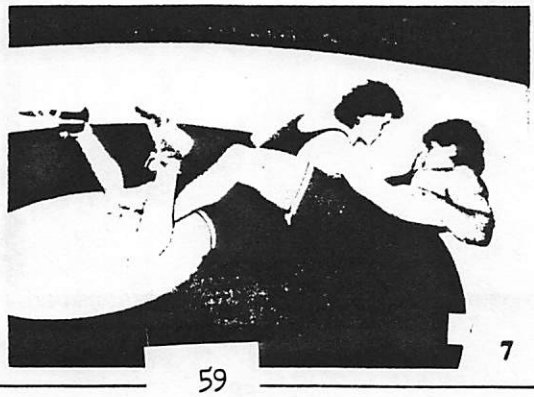
Inside Right Leg Tackle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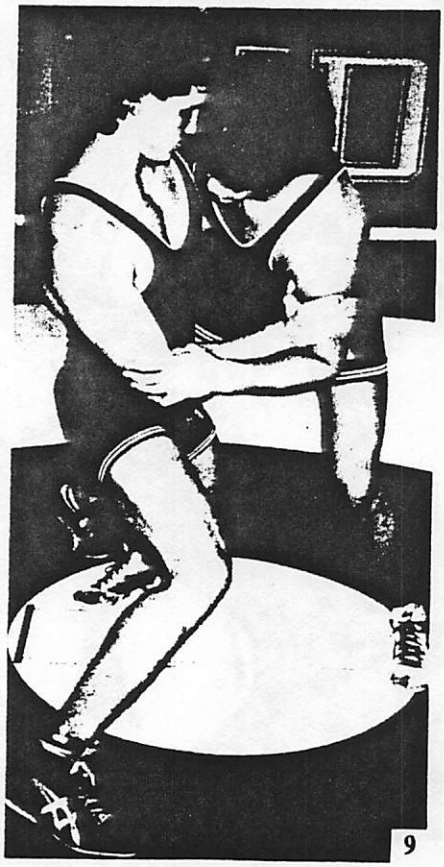

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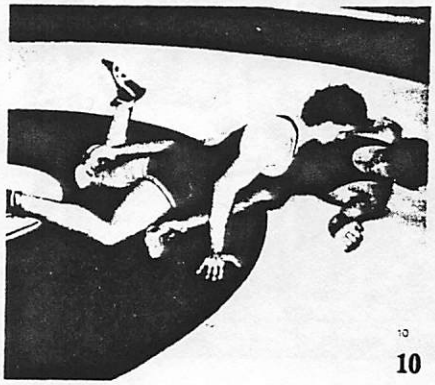
Inside Left Leg Tackle



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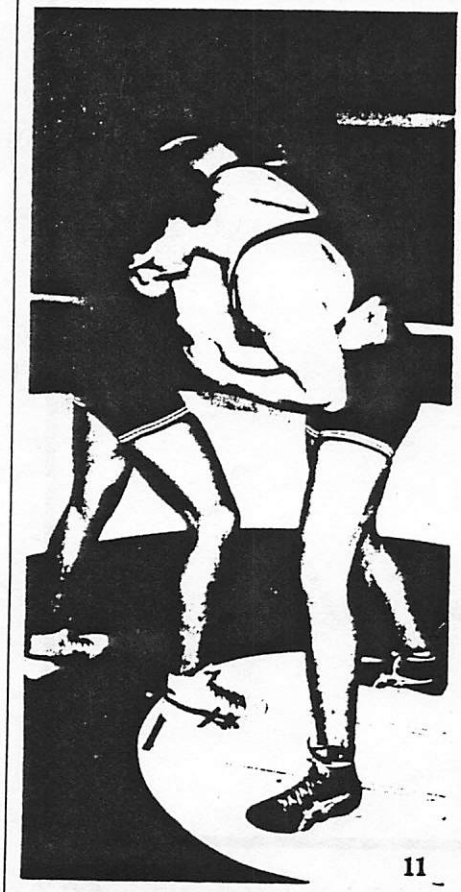
Inside Right Leg Trip



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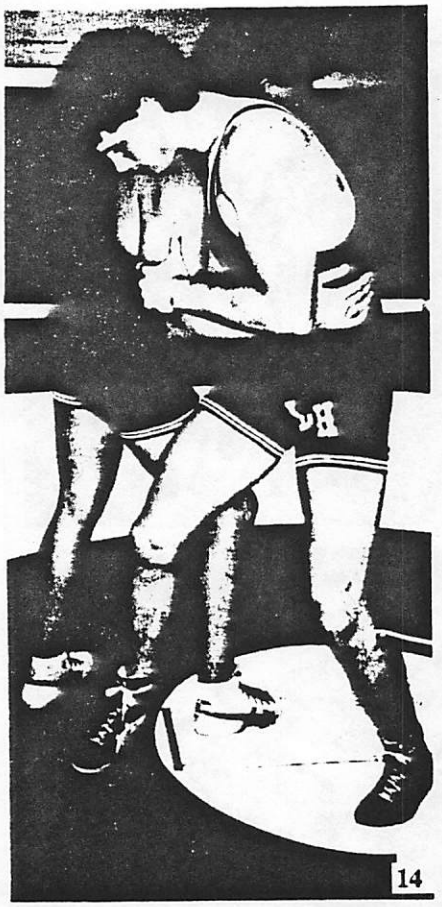

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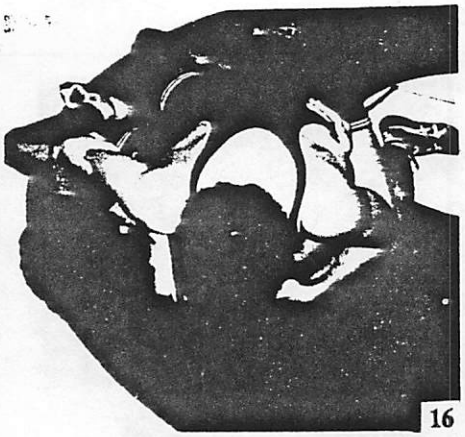

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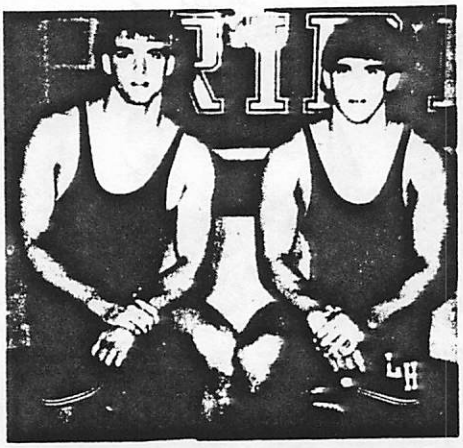

"RECENT MODIFICATIONS IN THE SOVIET WRESTLING SYSTEM"

by

Dr. Ken Cox

I. Introduction

I had the privilege to serve as the educational leader for a delegation of 36 North American coaches and physical educators studying at the prestigious Federal Institute of Physical Education and Sport Science of the Order of Lenin in Moscow, USSR, from June 24 - July 10, 1987. The study/tour was conducted under the terms of the 1972 Soviet-Canada agreement signed by former Soviet Premier Alexi Kosygin and Prime Minister Pierre-Elliott Trudeau. Overseeing the overall American-Soviet study/tour, which included 110 participants, was Dr. Ed Enos, founding director of the Institute of Comparative Physical Education, Concordia University, Montreal, Canada. Dr. Enos is an internationally recognized scholar in comparative physical education.

In addition to the 15 participating wrestling coaches, the remaining 21 participants of the academic delegation were divided between coaches of gymnastics, track and field, volleyball and professional physical educators. Graduate credit for the course (PE620) was offered through San Francisco State University in cooperation with Dr. Phil Stanley, director of Study Tours Internationale. In addition a certificate in recognition of participation and successful completion of course was awarded by the Federal Institute. For those in the wrestling section the course was titled "The Science of Coaching Wrestling in the USSR Soviet Wrestling School." Each sports section studied in their particular academic department at the institute. The remaining 64 study/tour participants were competitive gymnasts, directors and officials under the direction of Gary Goodson, technical director of USAIGC.

Although I have had the privilege to study in the Soviet Union on six previous occasions, this particular academic experience provided me with a second in-depth experience at the Federal (State Central) Institute. The first association I had with the institute was in May-June, 1983 when I conducted postdoctoral research

along with a North American delegation of basketball, track-field, wrestling coaches, professional physical educators, and weight training. At that time my primary focus was on physical education and wrestling specialists. On both occasions I have been most impressed with the cordial hospitality afforded us by Dr. S.N. Popov, Vice Rector for International Affairs at the institute and his most gracious and cooperative academic and support staff. Especially helpful on both occasions was personable Linna Moracheva, FILA interpreter from Moscow, who served as interpreter for the Department of Wrestling.

II. Soviet Wrestling School

Theoretical Application

The course consisted of 60 hours of intensive theoretical, tactical and technical instruction in freestyle wrestling. The theoretical segment consisted of 30 hours of classroom instruction by Professor Dr. Georgi S. Tumanyan, Head of the Department of Wrestling at the institute. Dr. Tumanyan lectured extensively on the theoretical, organizational and administrative phases of the Soviet Wrestling School[1] (including freestyle, Greco-Roman, judo and sambo). Since the Soviets perceive wrestling and all 36 Olympic sports as "academic disciplines," each sport, therefore, is developed from a theoretical foundation based on existing scientific knowledge (See Diagram A. ACADEMIC STRUCTURE FOR WRESTLING/SPORT).

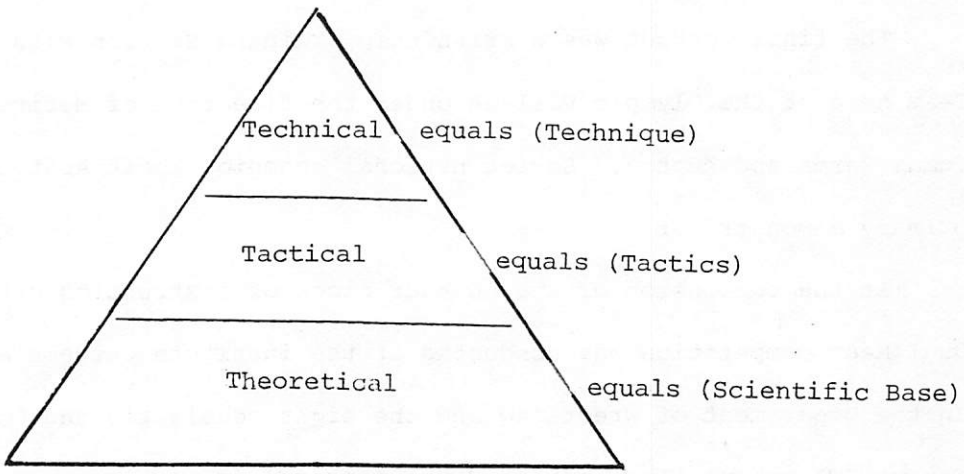

Diagram A. ACADEMIC STRUCTURE FOR WRESTLING/SPORT

[1]The term wrestling school and system are used synonymously.

The Soviets believe before a teacher of wrestling (coach) can interpret and fully comprehend the rudiments of his sport he must have a theoretical base of scientific knowledge based on the most recent philosophical, psychological, sociological, historical and physiological available research data. Considerable attention is devoted to the "United Classification Scheme of Principle Holds Technique in Wrestling Events (Greco-Roman, Freestyle, Judo, Sambo). This classification is the central focus of all Soviet wrestling technique.

Tactical and Technical Application

The Soviets refer to setups and the preparation for throwing or turning their opponent as "Tactical Application" or "Tactics." The actual execution of throws and maneuvers is referred to as "Technical Application" or "Technique." Thirty hours of practical application in the wrestling room under the supervision of Merited Master of Sport-International coaches Yuri Shakhmuradov, Anatoly Kuptzov, Arkady Bolkhoshin and Paul Zhivona were devoted to these two phases over the two-week period.

Professor Shakhmuradov, a five-time world champion, served as the chief instructor during practical training sessions. Shakhmuradov demonstrated the application of technique utilizing junior world champion Garkin Nicholas, a student in the Department of Wrestling, and 14 of his classmates as demonstrators. Kuptzov, who also coaches the Moscow Select Team, was primarily utilized to work individually and correct errors with the American coaches.

The final workout was a Friendship Training Session with the Moscow Select Team held at the Olympic Village under the direction of Merited Coach of the USSR, Tomas Barba and Kuptov. Soviet national champion Rudik Aratyuyan served as the primary demonstrator.

At the conclusion of the 60-hour block of instruction a Friendship (DRUZHBA) Dual Meet competition was conducted at the institute between a team of students in the Department of Wrestling and the eight scholastic and collegiate wrestlers in our STI group. This afforded the American delegation an excellent opportunity to test and evaluate the tactics and techniques we had learned. The Federal

Institute won the dual meet 7-1, although winning or losing was irrelevant. More important was the critique conducted for both wrestlers and coaches following the match. The critique proved very beneficial in reinforcing what we had learned. Prior to the dual meet the traditional exchanging of gifts took place before an appreciative audience.

In addition to the intensive instruction at the Soviet Wrestling School, our delegation was treated to numerous cultural and sporting activities including a championship soccer game between Central Army and Spartak at Dynamo Stadium, Moscow.

III. Recent Soviet Modifications

Observations

With both "School Draft Legislation" (Cox, JAIE, 1985) in 1984 and the "Restructuring of Higher Education and Secondary Specialized Education" (Cox, JAIE, 1986) in 1986 currently in full swing, several major modifications in the tasks and functions have been charged to the Soviet wrestling leadership. These modifications begin with the theoretical foundation and extend to both tactical and technical application. Originally, these modifications were initiated by the USSR State Sports Committee who is directly responsible for physical training (education/culture) and sports in the country. Added impetus from the Communist Party of the Soviet Union (CPSU), the Ministry of Education, and, the Ministry of Higher Education and Secondary Specialized Education is evident.

Theoretical Modifications

In essence the Soviets interpret theoretical application (administration, organization, principles, tasks, etc.) as the foundation vital for teachers and coaches to be successful in carrying out the goals and aspirations of a country of developing socialism.

For example, some of the more important theoretical modifications are:

1- An intensified scientific approach to the entire coaching process. Specifically this includes better utilization of the All-Union Scientific Research Institute of Physical Fitness and Sport and the Research Institute of the USSR Academy of Pedagogical Sciences. In essence,

theory and practice must be better assimilated.

2- Even greater emphasis on the important role of the coach in "upbringing" and developing "the New Soviet Man." Increased renewal that the Soviet viewpoint is that sport achievements reflect not only the strengths and skills of the individual but also the strengths and skills of society. In other words, "sport is utilized to perpetuate the image of Communism." Also increased latitude given the coach with regard to tactical and technical application. Hoepfully this will increase the coach's initiative.

3- Renewed vigor in "The New Soviet School," to include the idea of Soviet patriotism and Soviet internationalism, pride in the land of the Soviets.... Our Motherland, and readiness to stand up in defense of the gains of world-wide socialism, is a responsibility of the New Soviet School.

4- In addition to updating the GTO - "Ready, Get Ready for Labor and Defense" national fitness program, the physical fitness entrance examinations (requirements) for all aspiring students in the Department of Wrestling are in the process of being strengthened.

5- Inasmuch as wrestling/sport remains an important means of communist (developing socialism) education, the teaching of wrestling must continue to develop its own unique body of knowledge quaranteeing it a place among all "academic disciplines."

6- Increased emphasis on theoretical knowledge as a broad base for tactical and technical application. Included is renewed emphasis on the Marxist-Leninist doctrine that scientific communism must be based on a solid theoretical foundation. This engulfs all aspects of Soviet life including the academic disciplines.

7- Much greater consideration be given to the biological application with regard to all aspects of wrestling. Included is an increased awareness and application of modern sports medicine advances.

8- Continued purification of the established (ex., Micro-Mecro-Macro) cycles.

Tactical Modifications

The Soviets are quick to emphasize that you cannot develop technique (technical application) without first perfecting tactics. They stress a maximum number of setups for every throw or hold. Tactics must be modified for each opponent depending on the opponent's personal characteristics (ex., height, speed, aggressiveness). Basically there are three types of Soviet competitive tactics. They are: 1) competition (bout itself), 2) hold application, and 3) participation in competition.

It is important to emphasize that Soviet tactics extend beyond the tactics of the bout, to include those things that will better prepare the wrestler, both mentally and physically to defeat his opponent.

For example, some of the important tactical modifications are:

1- Continued utilization of gymnastics activities to increase body and spacial awareness. This is especially important in the formulative years of aspiring youth wrestlers in the Special Sports Schools, Sports Boarding Schools and Sports Clubs and Societies (ex., Dynamo, Labor Reserve, Locomotiv, Metallist, Spartak, Torpedo, Zenit, Central Army, etc.).

2- Emphasis on judo type tactics/throws to gain the advantage of recent International Amateur Wrestling Federation (FILA) rule changes including the three point direct danger throw; four point low amplitude throw; and, the five point throw from parteere. The Soviets continue to stress the interweaving of technique from freestyle, Greco-Roman, judo, sambo and folk styles.

3- Increased emphasis on foot sweeps, ankle draws, and leg throws commonly utilized in judo and sambo (Cox, WRESTLING, U.S.A., April, 1987).

4- Extract, generalize and systematize techniques from the more than 20 folk and national styles of wrestling for possible inclusion in the three Olympic forms of wrestling. Specifically examine in greater depth, khapsogay (Yakut); chidaoba (Georgian); gulesh (Azerbaijanian); trinta (Moldavian); and others. The Soviets believe there is a positive relationship between the Olympic styles (freestyle, Greco-Roman, judo) and their national sport sambo, and the folk styles. Cooperation, collaboration and respect between all wrestling forms is ideologically a requirement of scientific communism.

5- Improve both quality and quantity of "warm-up drills/exercises" so that there will be increased carry-over value and transfer of learning to realistic tactical/match situations.

Because of space and time limitations the aforementioned are just a sampling of the tactical modifications of the Soviet wrestling system.

Technical Modifications

At the apex of the pyramid of the Soviet system is technical application commonly referred to as technique in the U.S.A. However, the Soviets emphasize that their coaches must first understand the theoretical and tactical application before they can fully appreciate the significance of technical application. Soviet coaches, professors, teachers and researchers are ultimately responsible for the purification of the technical phase of wrestling. Without continued purification of technique the Soviets believe a wrestling school (system) would become stagnant. They are quick to cite as examples the once dominant Iranian, Turkish and Japanese wrestling schools who neglected to stay current, and have during the past several decades lost considerable international prestige.

Included in this brief discussion are three examples of recent Soviet technical modifications. The first deals with "counter wrestling" and the final two with offensive wrestling. It is a Soviet concept that in applying appropriate defensive tactics the wrestler can transform a counter (defensive) situation into a favorable offensive maneuver.

A. Counter Option For Fireman's Carry

Because the fireman's carry (shoulder wheel) is a traditional takedown (throw) consisting of over 20 options, the Soviets are continually experimenting with selected low risk counters (Cox, MAT CALENDAR, 1984).

In this particular "shoulder lift-sit thru counter" the offensive wrestler (R) gains penetration deep and under his opponent (photo #1). From this position the defensive wrestler (L) counters the offensive wrestler's initial move by jamming and simultaneously lifting his opponent's left arm with a vertical pull upward (photo #2), while placing his left foot on the outside of the offensive wrestler's inside knee (photo #3). The counter is completed by the defensive wrestler (L) using a scissors action leg sit thru and bringing his opponent to his back in a fall position (photo #4).

B. Single-Leg Series Option

The single-leg takedown initiated either from the leg pick or sweeping action position is one of the universal takedowns in wrestling. The Soviets continually modify this low risk series to enable them to take advantage of FILA rule changes. Presently, they are experimenting with a modification to increase their opportunity of scoring three points as a result of putting their opponent in direct danger.

From the open stance the offensive wrestler (R) initiates the "single leg pick" option by sweeping to his right and grasping his opponent's inside leg (photo #5). From this position he lifts his opponent's left leg up (photo #6) and immediately cuts off to a double leg tackle by driving thru his opponent (photo #7). As soon as he takes his opponent to the mat to gain control the offensive wrestler moves back to his opponent's calves and squares his body, placing the defensive wrestler

in direct danger (photo #8). This is considered a low risk takedown because it is difficult for the defensive wrestler to counter.

C. Russian Arm Bar Series Option

It is by Soviet nature to take nothing for granted. They are taught early in their competitive careers to never underestimate an opponent. For example, even though they continue to have tremendous success with the "Russian Arm Bar Series," they experiment with modifications in the hope of increasing effectiveness of the throw. They believe the difference between victory and defeat is often only one small variation or modification of a small segment of a particular technique. They remain consistent in emphasizing that it is more productive to perfect and execute a few techniques well, than to have a "hodge podge" of disorganized maneuvers.

From the closed stance the offensive wrestler (R) secures his opponent's (L) left arm utilizing the traditional "Russian Arm Bar" grip (photo #9). While controlling the defensive wrestler's left arm (photo #10), the basic modification is to secure the defensive wrestler's left arm tightly to the offensive wrestler's chest with the defensive wrestler's left elbow bent slightly while gripping the opponent's left hand and wrist (photo #11). The major modification is the gripping of the opponent's left hand and wrist (photo #11). The Soviets believe this modified grip affords additional pressure on the opponent's wrist allowing for greater control and quicker access to one of the 24 variations of this series. Finally, this grip modification is believed to lessen the defensive wrestler's counter possibilities.

IV. Summary

The Soviet Wrestling School continues to hold in high regard the traditional tactical (tactics) and technical (technique) application. However, during the past four-year academic cycle, greater emphasis has been placed on the theoretical foundation. This has been done to bring wrestling in line with other academic disciplines and to interlace theory with practical application. This seems consistent with what the Soviets are doing in reorganizing and restructuring their

entire educational curriculum.

Major renovations are also taking place within the All-Union Council of Sports Societies and Trade Unions. This past February a decision to create a centralized All-Union Volunteer Physical Culture (Education) - Sport Society of Trade Unions was approved. This restructuring was made to better utilize the 56 percent of all sports equipment and more than 50 percent of the specialists (professional educators trained to teach and assist other athletes) who are in the trade union sports system. It is no secret that every fourth ruble (more than one billion) in the national trade union budget was spent on physical culture (education) and sport. It was determined that these resources could be better spent by creating one centralized organization instead of the eight previous sports societies (ex., "Dinamo," "Spartak," "Labor Reserve," "Trud," "Torpedo," etc.)

Echoing throughout Soviet society is General Secretary Mikhail Gorbachov's charge to the Soviet people to reorganize, restructure, revise, renovate and modify all segments of Soviet society. Efforts in all segments of Soviet society must be to increase effectiveness in international competition in the dynamic modern world. Soviet educational and sports administrators must continue strict adherence to the concepts of the Communist Manifesto which is Scientific Communism's first programmatic document authored by Karl Marx. This includes increased intellectual, physical and technological upbringing of youth under the supervision of Soviet coaches. To accomplish this task, the government has determined that immediate improvement of course syllabus, textbooks, journals, training facilities and mass communication must receive a highest priority in reorganization.

With reference to mass communication, perhaps the highest priority of wrestling leadership to significantly increase the number of participants in all forms of wrestling through improved evaluation and identification techniques. For example, statistics through 1986 indicate that the USSR had a record 685,000 active participants in free-style wrestling, with 5,400 full-time coaches, and 35 specialized Olympic Reserve wrestling schools for adolescents. The Soviets had their first national championship in free-style in 1945 and have won 24 gold medals at eight

Olympic Games. Only moderate gains in the number of participants in Greco-Roman, judo and sambo were observed. It is also interesting to note that the 20 plus folk styles remain very popular especially in the southern republics and Siberia. However, current figures for the folk styles are not readily available. The Soviets claim nearly 1,800,000 participants in the three Olympic forms plus sambo.

Beginning about now, all resources and energy will begin to focus on the XXIV Summer Olympic Games in Seoul, South Korea. Soviet elite and national coaches are making preparations for their final training cycle prior to team selection. Of major concern to the Soviets is the ongoing improvement and competitiveness of U.S.A. wrestlers. Their expectations are that wrestling in the 24th Olympic Games of the modern Olympiad will be the most highly contested ever.

Included with this manuscript is a partial reading list (See Appendix A - Suggested Readings), to assist the serious wrestling scholar to better understand the principles and philosophy of the Soviet system of wrestling. Finally, only time will tell if Soviet General Secretary Mikhail Gorbachov's concept of glasnost (openness) will ultimately include Soviet sport which is so important to the CPSU in projecting a favorable image of international communism.

A. Suggested Readings

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About the author:

Dr. Ken Cox is a professor of Health and Physical Education at Lock Haven University. He had a 23 year wrestling coaching record of 225-94-6. A contributor to WRESTLING U.S.A. on over 20 occasions the author is a nationally recognized scholar in Soviet education, physical education and sport. His publications and lectures have provided students at the undergraduate through postdoctoral level of Soviet educational and sports system with a wealth of knowledge. This past June-July 1987, the author returned to the USSR for the sixth time. He served as educational leader for Study Tours Internationale at the world renown Federal Institute of Physical Education and Sport Science of the Order of Lenin, Moscow, USSR.

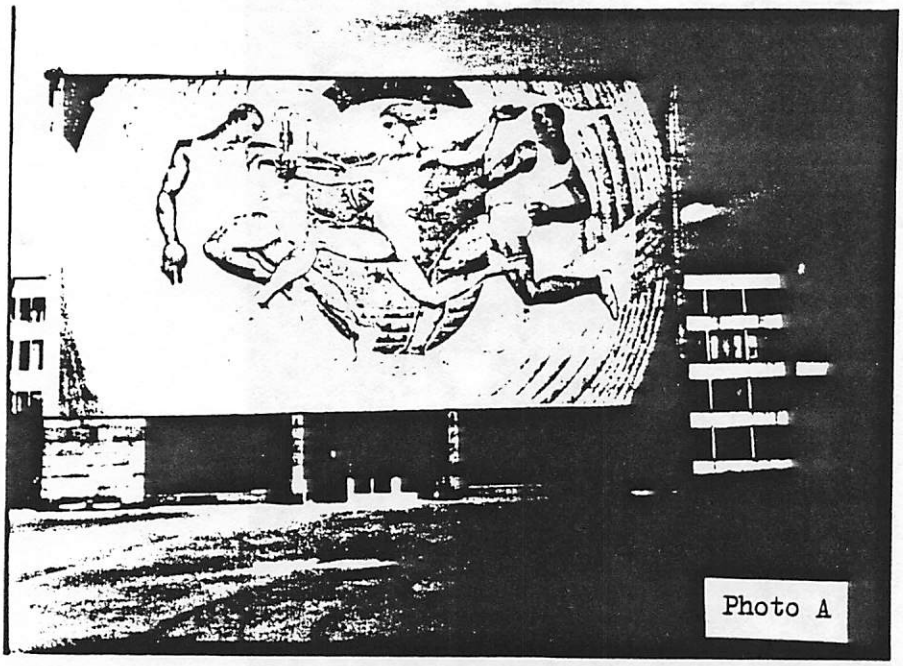


Photo A.

Front Entrance to the State Central Order of Lenin Institute for Physical Culture and Sport Science in Moscow, USSR.

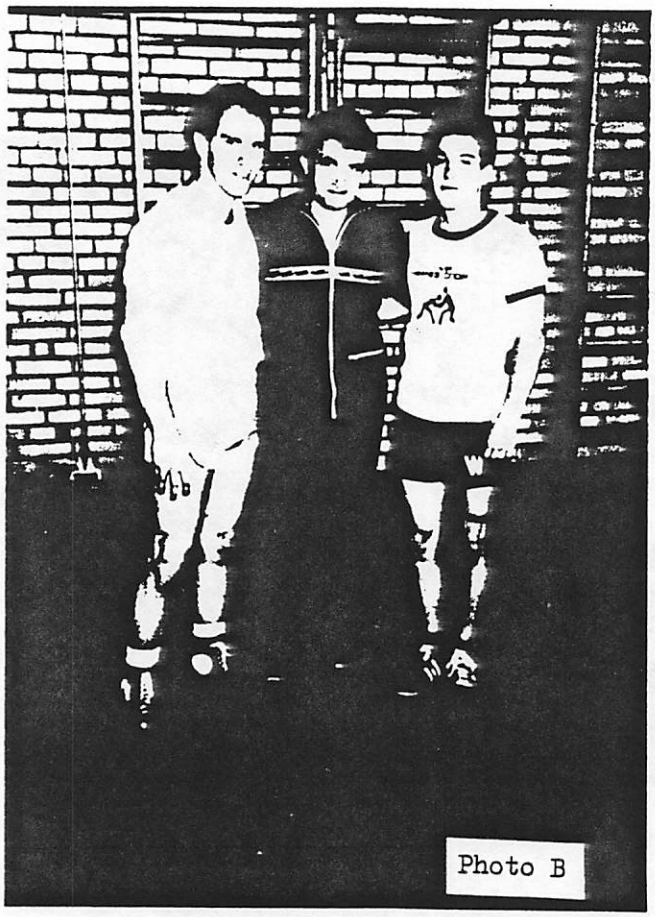


Photo B. - Demonstrators

(L-R) Mike Cigala, wrestling coach, U.S. Merchant Marine Academy, Kings Point, NY.

Anatoly Kuptzov, Merited Master of Sport-International, Department of Wrestling, Central (Federal) Institute of Physical Education and Sport, Moscow, USSR.

Eric "Rick" DeLong, wrestler, Wilson High School, West Lawn, PA

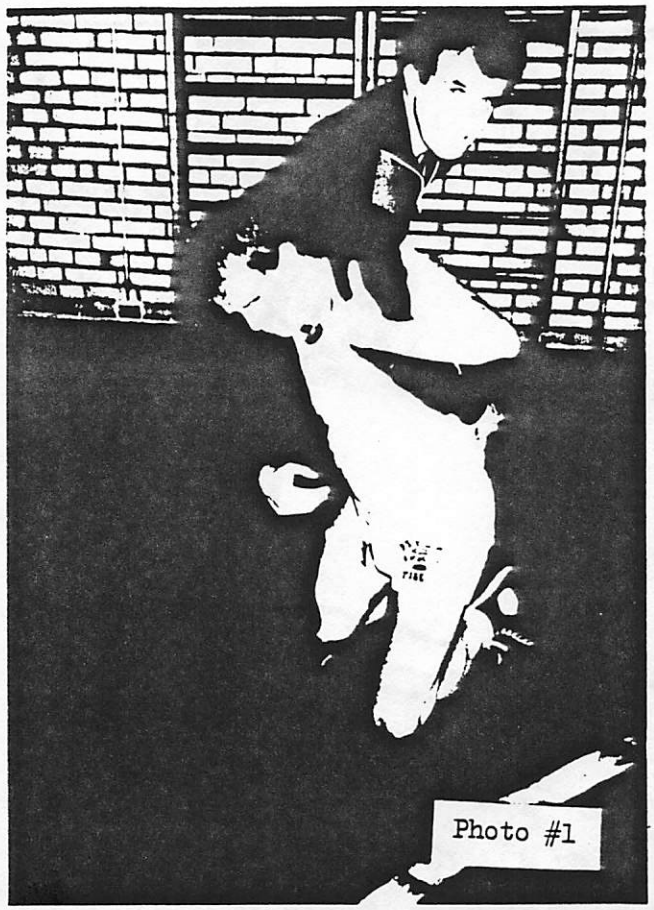
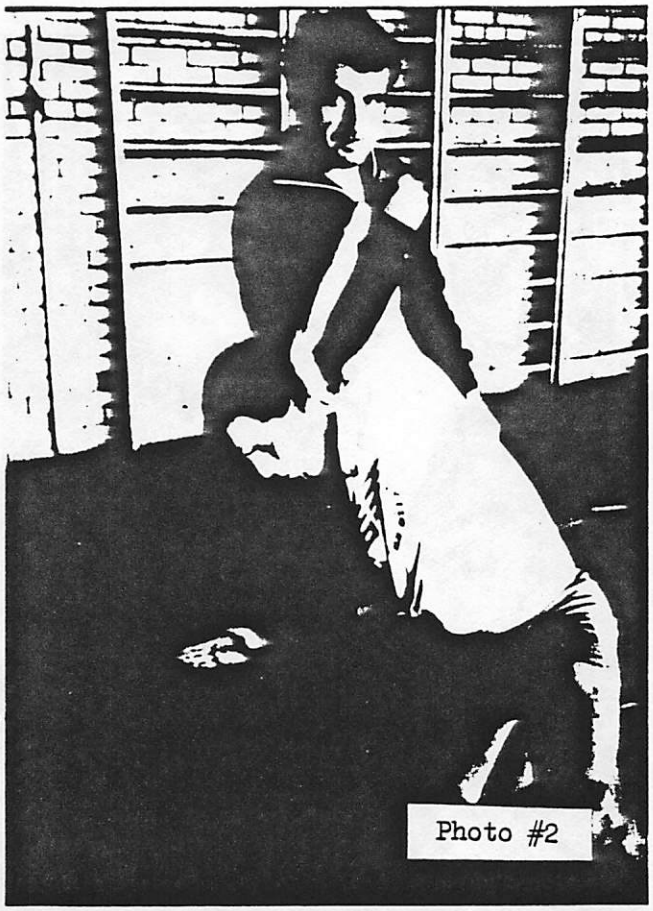


Photo #1



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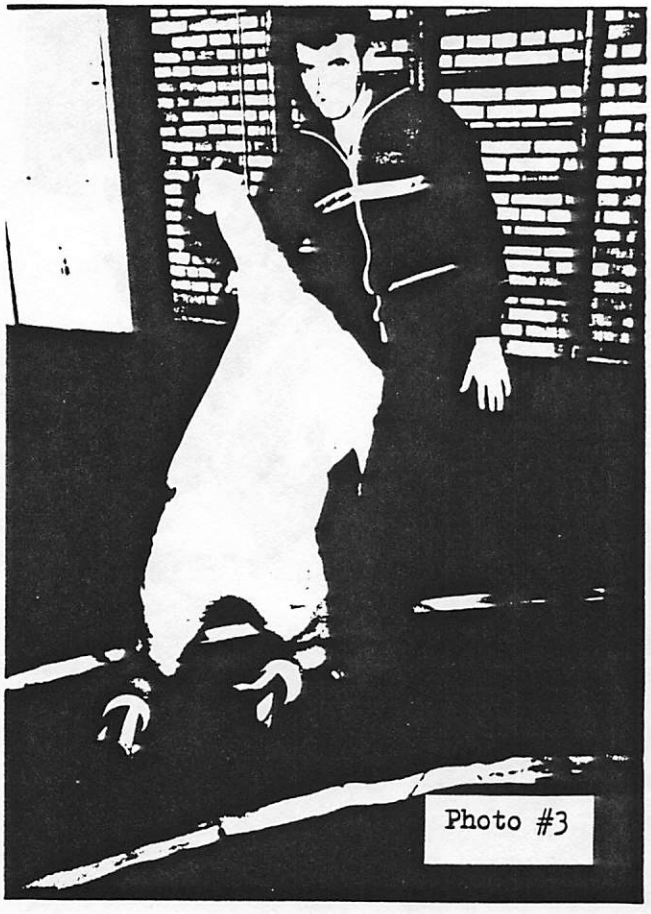

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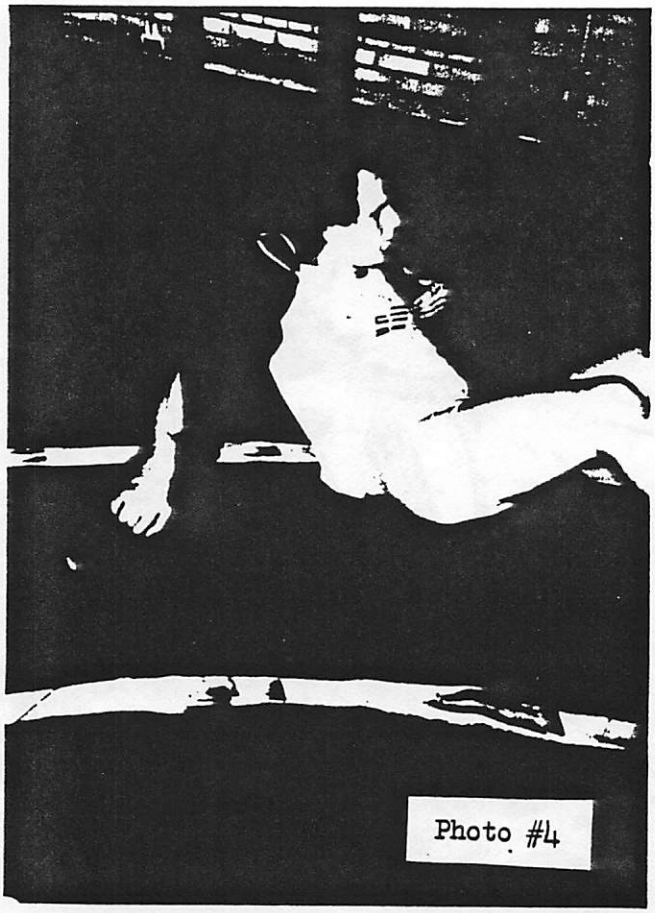

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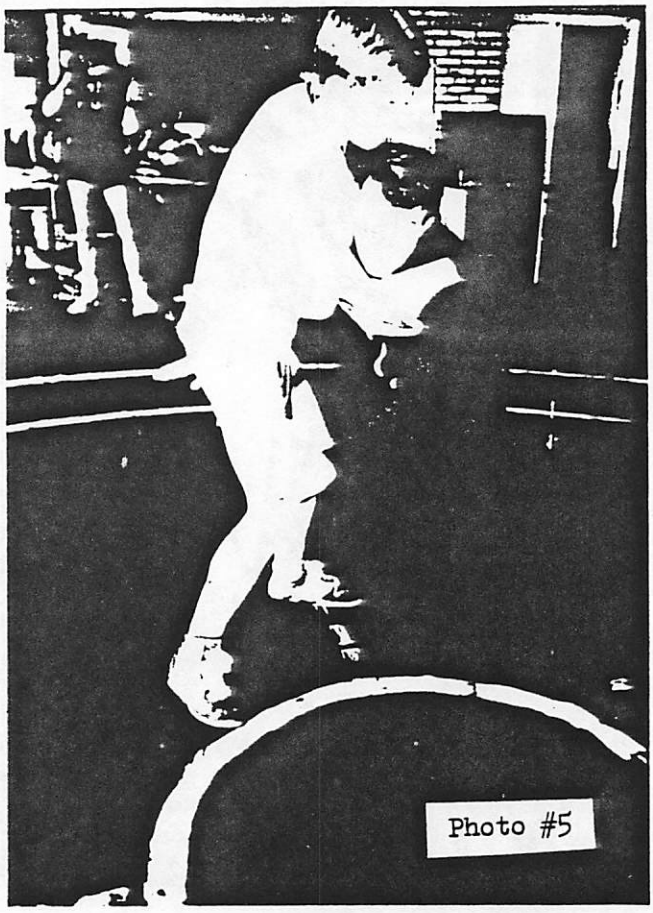

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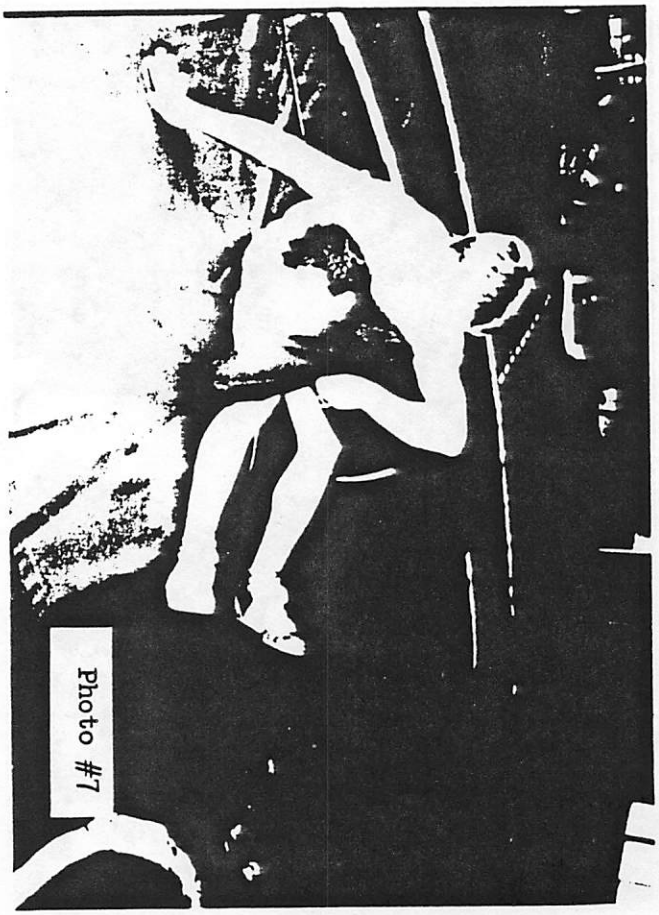

Photo #7

Photo #8

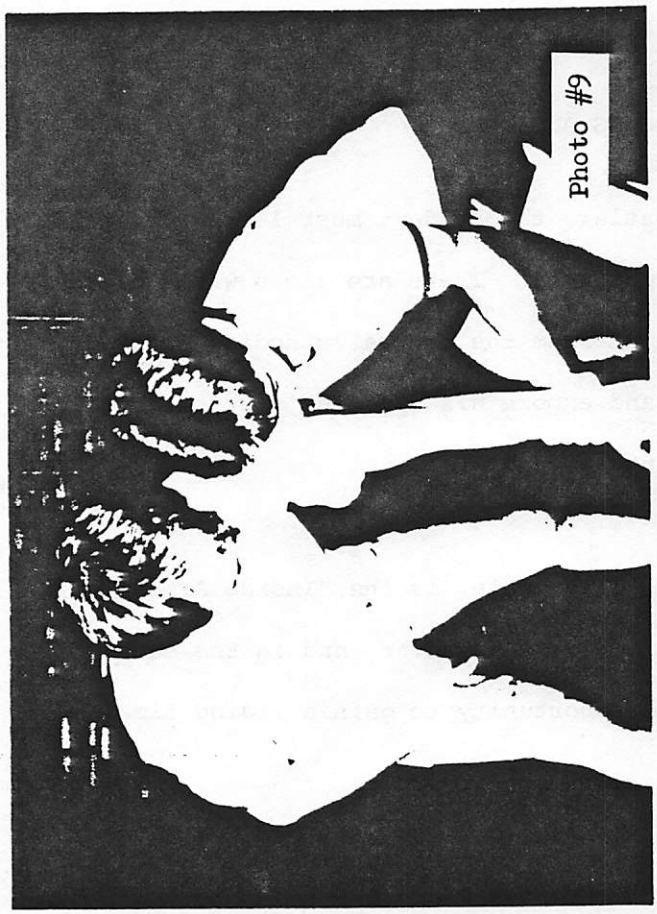
Photo #9

Photo #10

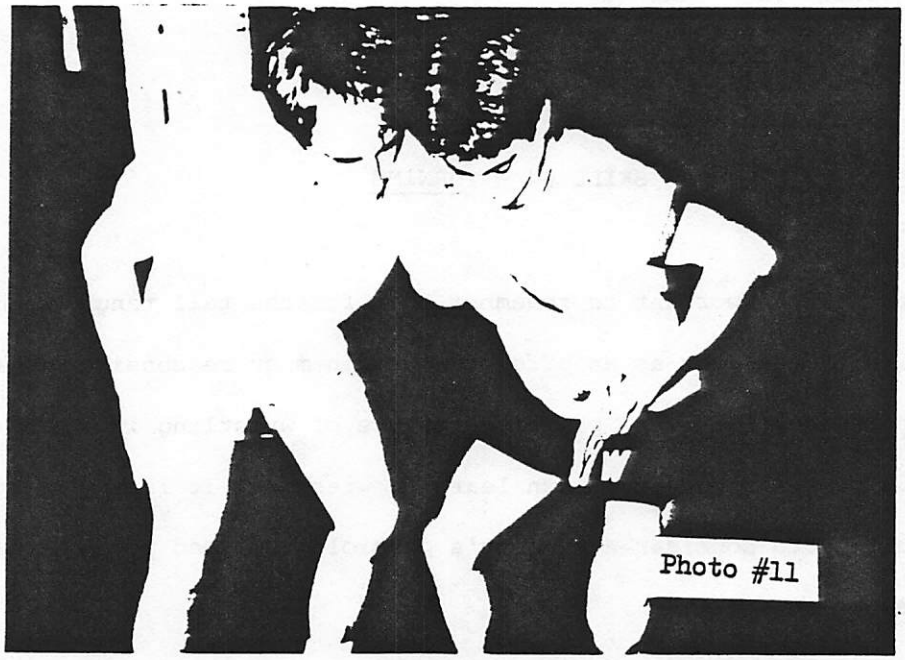
Photo #11

III. BREAKDOWNS AND RIDES

In order to be a well-rounded wrestler, the student must learn to control his opponent from the advantage (top) position. There are times when the wrestler will be inferior to his opponent from the neutral/standing position. In order to win, he must both control and expose his opponent's scapula to the mat in order to earn near fall points or a pin.

Without a doubt the technique that I advocate, is the "Inside Arm Bar Series" (Cox, 1977). This serves as a low risk maneuver, and in the case of intercollegiate wrestlers, enhances the opportunity to gain a riding time point.

There are four important basic skills to teach:

SKILL #1 - CONTROL

SKILL #2 - PRESSURE

SKILL #3 - COVERING

SKILL #4 - TURNING

Also, it is important to remember that for the tall rangy student, utilization of the legs as an offensive weapon must be considered (Cox, Leg Wrestling Series, 1967). A positive feature of wrestling is that youngsters regardless of their body type can learn to wrestle. It is the teacher's responsibility to consider a student's physiological and psychological attributes.

Slippery Rock (Fred Powell) made famous

Inside Arm-Bar Series

by
Dr. Kenneth M. Cox
Professor of Physical Education
and
Head Wrestling Coach
Lock Haven State College

After several seasons of experimenting with variations of the Inside Arm-Bar, we finally adopted a two-part Inside Arm-Bar series here at Lock Haven State College. We have found this to be not only an effective series in interscholastic and intercollegiate wrestling, but also easily adaptable to Olympic style (Freestyle and Greco-Roman) wrestling.

An excellent breakdown and control maneuver, the Inside Arm-Bar is especially effective in scoring a fall or earning crucial near-fall points. It has been our experience that this offensive maneuver be taught during the pre-season instructional period, as this would allow adequate practice time to perfect the several intricate steps in the series. Adequate drill time and controlled scrimmage situations are also vital in order for the wrestlers to obtain the necessary speed and perfection.

At Lock Haven State, we teach all of our maneuvers in series. For example, the switch, Granby-roll, and Fireman's Carry are all taught in "series". We refer to a "series" as a modification or variation of a specific maneuver. Our series are also put in sequence order and taught by the "step-by-step" approach.

Starting from the referee's position (photo #1), the offensive (top position) wrestler applies a tight waist with his right arm and simultaneously releases the defensive (bottom position) wrestler's elbow going inside (photo #2) and hooking the defensive wrestler's inside wrist (photo #3). This initial phase of the maneuver is extremely important, and it should be emphasized that applying a tight waist and pulling and driving the defensive wrestler (photo #4) inside and forward is necessary for proper execution. The hooking action of the defensive wrestler's inside wrist is probably the single most important aspect of the entire maneuver. The offensive wrestler must break the defensive wrestler's inside or support arm down. Also notice that, after the defensive wrestler is broken down with his head driven forward, the offensive wrestler (photo #4) releases his tight waist-lock arm and drives through the defensive wrestler's rear crotch allowing for better control. This also

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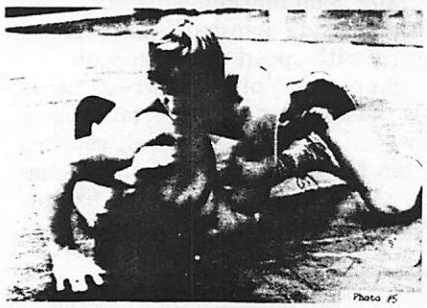

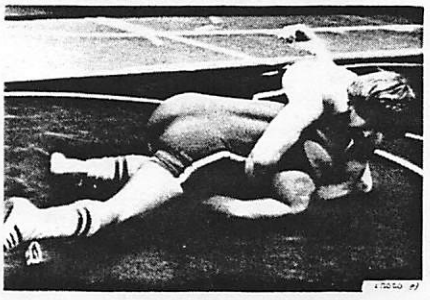

Inside Arm-Bar . . .

(Continued from page 8)

blocks the defensive wrestler from initiating a "roll". Emphasis should be on the offensive wrestler's maintaining constant pressure on the defensive wrestler's inside arm and shoulder, keeping the defensive wrestler broken down. The offensive wrestler should also be positioned at a right angle from his opponent and he must stay off his knees while driving into his opponent. From this position the offensive wrestler (photo #5) releases thru the crotch with his right arm and applies a deep far-side nelson. Keeping the defensive wrestler's (photo #6) inside shoulder tight to the mat by applying pressure to the inside arm, the offensive wrestler then drives his opponent's shoulders forward and into a pinning situation.

Also taught is a variation of the "inside arm bar" where the offensive wrestler (photo #7) drives thru the defensive wrestler's rear crotch forcing his head and shoulders forward to the mat. The offensive wrestler must keep his body weight and pressure on top of the defensive wrestler's shoulders. From this position, the offensive wrestler (photo #8) lifts the defensive wrestler's inside arm straight up while simultaneously blocking the defensive wrestler's head with his knees. Notice the position of offensive wrestler's leg and arms. The offensive wrestler (photo #9) now is in position to drive his opponent to the mat in a pinning position using a "double arm bar" pinning combination. This variation of the "inside arm-bar" must be executed with speed and precision.

Since the "pin" in wrestling is now the single most important phase of wrestling, it behooves all coaches to teach as many variations of the pin as possible. For greater excitement in the sport, "think pin".

COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today. Send initial ideas, rough or finished articles to Wrestling U.S.A.

A new offensive technique to update your own wrestling "system".

By Dr. Ken Cox
Professor HPER, Lock Haven University

About the Author...*Dr. Kenneth M. Cox, is a professor in the School of Health, Physical Education and Recreation at Lock Haven University. Dr. Cox had a 225-97-7 career wrestling coaching record covering 23 years. A 1956 U.S. Olympic Trials finalist in both Freestyle and Greco-Roman, Dr. Cox coached numerous Olympians, NCAA and NAIA "All-American." A former member of the U.S. Olympic Committee, he earned his doctorate at the University of Washington and now devotes full time to teaching, writing and research.*

Introduction

While researching new offensive technique to update my own wrestling "system" I discovered the "One-on-One Inside Wrist Series" I have previously discussed. Each year in an attempt to remain current and maintain student/athlete interest I update my personal wrestling system. This was one of the attractive features of the Soviet Wrestling System I had discovered while studying at the Federal Institute of Physical Education and Sport in Moscow, USSR in June, 1983.

George Kahler, a sophomore 126-pounder on Lock Haven University's varsity wrestling team brought this wrestling series with him when he matriculated to LHU from Elizabethtown Area, PA, High School, George Learned this effective series from his high school mentor Bill Luckenbaugh, a former NCAA "All-American" from East Stroudsburg University. This past July, I also observed George Way, head coach at Mechanicsburg, PA, High School, teach a modified version of this series to eight to ten year old youngsters at Neil Turner's LHU Elementary School Wrestling Camp. This further reinforced my belief that this series has excellent potential for all age level wrestlers. It should also be noted that this series has many of the same similarities as Wad Schalles' "Clemson Roll" or Ed Peery's "Navy Ride" series.

continued page 7

George Kahler demonstrates this series on teammate Matt Avery, a sophomore, 118-pounder from Hammond High School, Columbia, Maryland.

One-on-one Inside Wrist Series

It should be noted that the "One-on-One Inside Wrist Series" is a very complex gross motor movement and is broken into steps or discrete concept sequencing (part method) for simplicity in teaching.

Execution

Roll-Through From Mat

This maneuver is easiest to execute when the defensive (bottom) wrestler in referee's position keeps his head up (photo 1).

Step 1 - *Chop Arm Across* - From the referee's position the offensive (top) wrestler "chops" the defensive (bottom) wrestler's near arm and controls his inside (left) wrist with his wrist lock (right) arm (photo 2).

Step 2 - *Drop Under* - The offensive wrestler controls the defensive wrestler's inside (left) arm with his right hand and simultaneously drives his left arm and head deep inside and in front of the defensive wrestler's legs while hooking the defensive wrestler's outside leg with his left hand (photo 3). It is important to emphasize that the offensive wrestler must maintain control of the defensive wrestler's inside left wrist.

Step 3 - *Roll-Through* - The offensive wrestler pulls on the defensive wrestler's controlled left wrist and executes a deep roll through across his back while driving his left hand upward (photo 4). Coaches must emphasize that the offensive wrestler must "slap" his right foot on the mat to stop forward momentum. From side angle (photo 5) shows the basic position of the offensive wrestler upon completing the roll-through. It is important that coaches emphasize the position of the offensive wrestler's legs and control of the defensive wrestler's left wrist.

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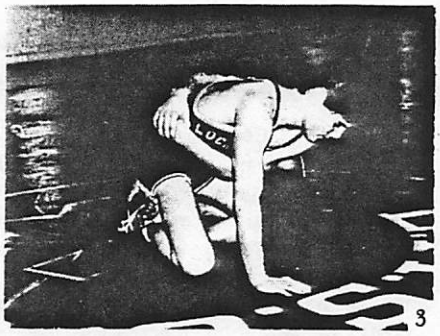
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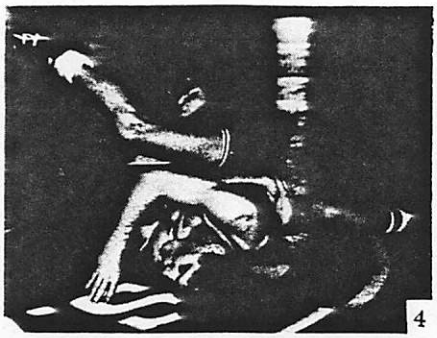
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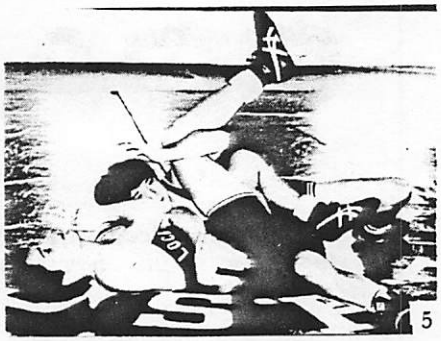
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Standing Roll-Through

This second option to the "One-On-One Inside Wrist Series" is an excellent maneuver when the defensive wrestler is in the standing position (photo 6).

Step 1 - *One-On-One Inside Wrist Control* - When the defensive wrestler stands up, the offensive wrestler controls his opponent's inside (left) wrist and pulls it tightly across the front of the defensive wrestler's body (photo 6).

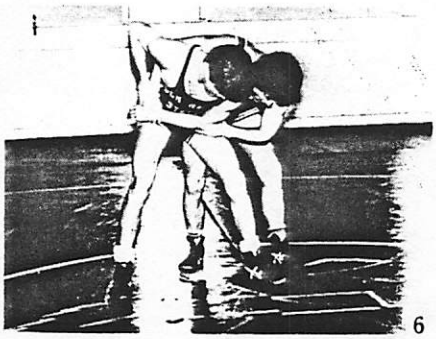
Step 2 - *Drop Under* - From this position the offensive wrestler moves from behind to out in front of the defensive wrestler driving his left arm between his opponent's legs (photo 7).

Step 3 - *Roll Through* - The offensive wrestler completes the "Standing

continued page 9

Photographer - Steve Donahue, sports photographer for the Public Relations Department, Lock Haven University.

Roll-Through" by pulling on the defensive wrestler's controll left wrist and executes a deep roll-through across his back while driving his left hand upward (photo 4). From side angle (photo 5) shows position of the offensive wrestler upon completing the roll-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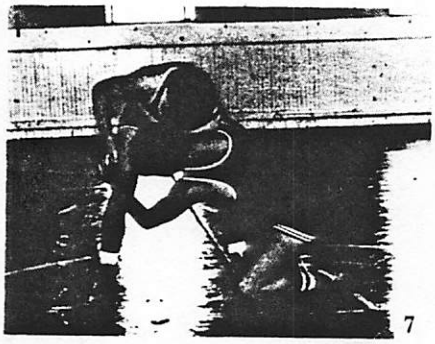
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through. Again just as with the "Roll-Through From Mat", coaches must emphasize the position of the offensive wrestler's legs and control of the defensive wrestler's left wrist (photo 5).

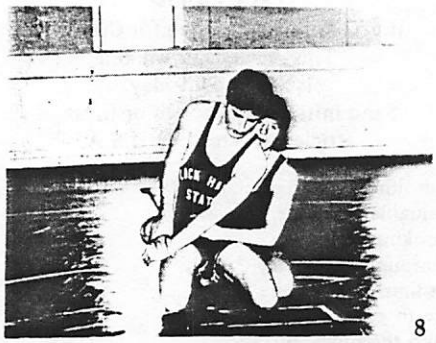
One-On-One Ride

The third option to the "One-On-One Inside Wrist Series" is an excellent ride to maintain control of your opponent in the final seconds of a period. This maneuver is easiest to execute when the defensive wrestler keeps his head up (photo 8).

Step 1 - *One-On-One* - As the defensive wrestler attempts a standup and gains position on his feet, the offensive wrestler "chops" his opponent's inside arm at the elbow with his left arm, controlling the defensive wrestler's inside (left) wrist with his right hand (photo 8).

Step 2 - *Switching One-On-One* - The offensive wrestler then drives his left hand across and tight to the defensive wrestler's front and controls opponent's far (right) wrist (photo 9).

Step 3 - *Pull Arm Across* - Offensive wrestler shifts weight across rear of opponent by dropping to right knee and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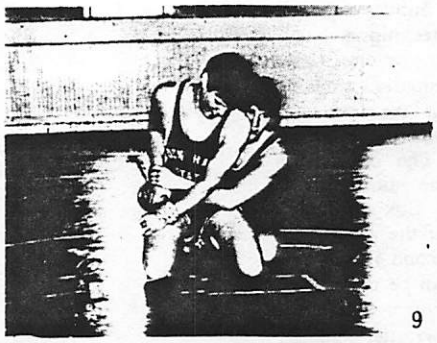
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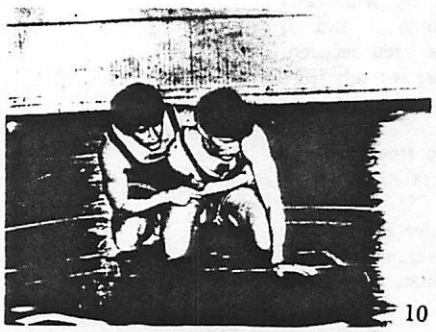
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posting left leg (photo 10). It should be noted that the offensive wrestler is in the same position as photo 2, only on the opposite side. It is important that wrestlers practice this option from both sides of their opponent.

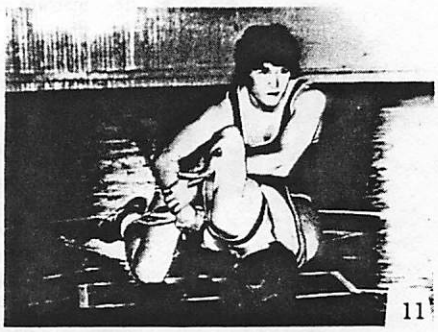
One-On-One Hook Tilt

The fourth option to the "One-On-One Inside Wrist Series" is the "Hook Tilt." This is an excellent maneuver to score a quick near fall, especially when the defensive wrestler is supporting his head on the mat.

Step 1 - *Outside Arm Hook* - As the defensive wrestler lowers his head on the mat attempting to block the roll-through, the offensive wrestler hooks his opponent's right (outside) arm with his left arm, while maintaining a tight "One-On-One" with his right hand controlling his opponent's inside left wrist (photo 11).

Step 2 - *Tilt* - From this position the offensive wrestler pulls opponent on his back in a "tilt" position. Emphasis should be on the offensive wrestler keeping his right knee in tight to his opponent and keeping his opponent's weight up near his shoulders (photo 12).

As common with learning all new wrestling maneuvers, drill is of the utmost importance.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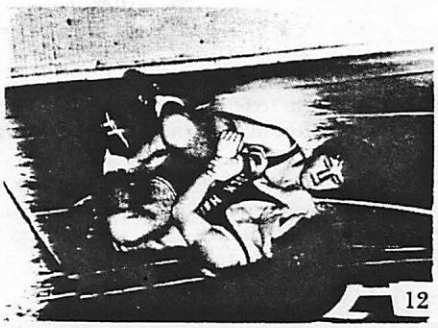
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COACHING TIPS

You will find the inside wrist series to be very valuable.

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

By Joseph J. Dominick

found the article written by Dr. Ken Cox dealing with the "one-on-one inside wrist series" to be most valuable. Like Dr. Cox, and all coaches, I am constantly looking for new techniques to teach my wrestlers. The roll through finished detailed by Dr. Cox will be a nice addition to the finishes that we are working on with the wrist series. I would like to explain two other finishes for this series, the "T-Bar Roll", and the quick tilt finish. Two of my wrestlers, Scott Inners (white trimmed singlet) and Corey Sunday, will demonstrate each technique.

I find the "one-on-one wrist series" to be equally effective from the knees or the feet, and when the defensive wrestler's head is up or down. The one-on-one wrist control can be gained in two ways. First, as Dr. Cox explained, through the use of the arm chop. (Photo 1). The second instance is when this series can be used is off the two-on-one control ride. The offensive (top) wrestler simply needs to maintain control of the inside wrist while he withdraws his near arm. (Photo 2 and 3) After the wrist has been secured, the offensive wrestler is ready for the finish.

"T-BAR ROLL" FINISH

STEP 1 - From referee's position, the offensive (top) wrestler must gain control of the defensive (bottom) wrestlers inside wrist.

STEP 2 - After securing the wrist, the top wrestler should shift his weight toward the controlled wrist, and over the bottom wrestlers hips. (Photo 4) This will help to facilitate speed and momentum when the roll begins.

STEP 3 - As the top wrestler begins his roll, he should push off with his legs to acquire momentum, (the direction of the roll is away from the controlled wrist). As he comes over the top of the bottom wrestler, the top mans free arm should penetrate the crotch from behind and grasp the controlled arm at the elbow. The offensive wrestlers head should be planted as close to the defensive wrestlers knee as possible inorder to facilitate a conservation of space and movement. (Photo 5)

STEP 4 - The offensive wrestler should then "slap" his foot on the mat to stop his momentum. (Photo 6) To more fully restrict the counter action of the defensive wrestler, the offensive wrestler can either step and stack (Photo 7), or grapevine the leg (Photo 8).

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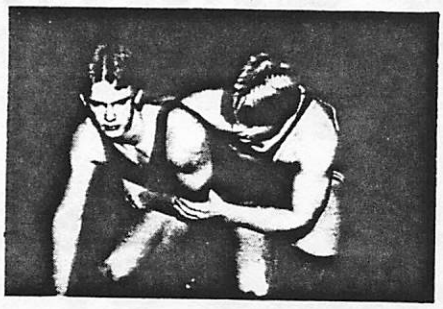
When done properly, the "T-Bar Roll" is quite effective for scoring back points, and for securing the fall. Another possible finish with similar results, is the quick tilt finish.



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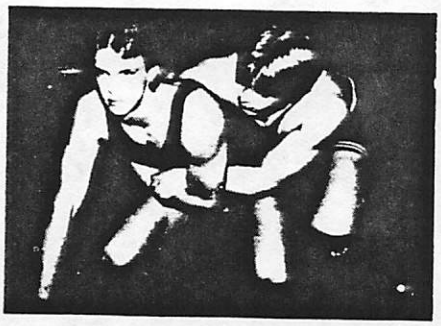

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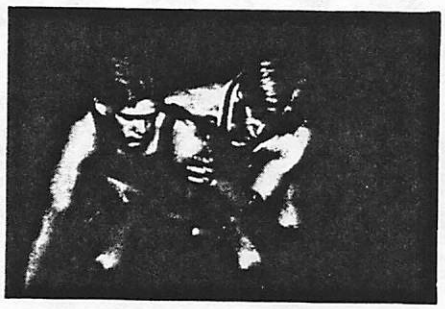

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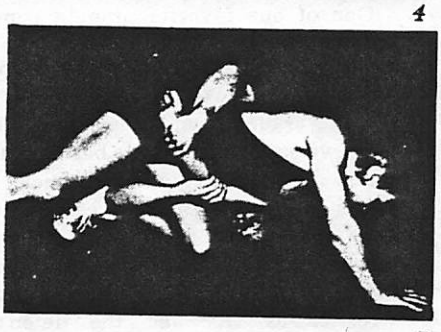

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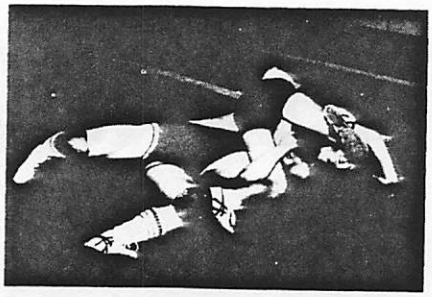

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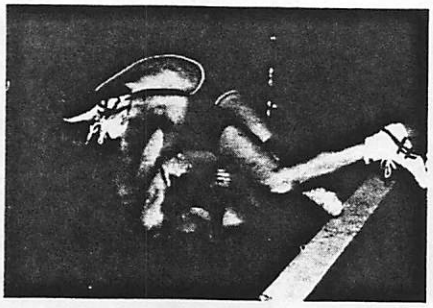

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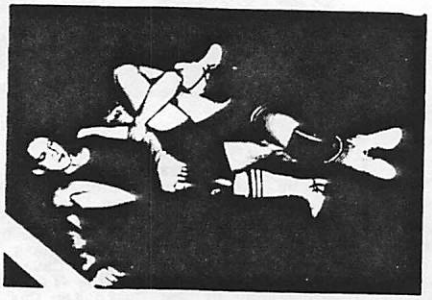

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QUICK TILT FINISH

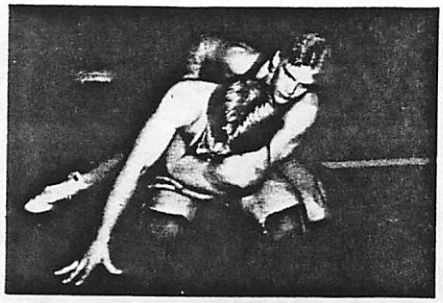
STEP 1 - Secure the one-one wrist ride.

STEP 2 - After securing post the defensive wrestlers inside elbow. (Photo 9) The top mans leg should be in tight to the bottom wrestlers.

STEP 3 - In one "push-pull" motion, the offensive wrestler should push on the elbow as he pulls on the wrist. This motion should be enough to collapse the bottom mans near shoulder and bring him up on top of the offensive wrestlers leg. (Photo 10) This is important because by taking the bottom wrestlers hips off the floor, the offensive wrestler gains control of his gravity center.

STEP 4 - To complete the tilt, and to prevent the defensive wrestler from jumping over the top, the offensive wrestler must use his legs. While maintaining control of the wrist and elbow, the offensive wrestler should hook the leg of his opponent which is closest to him. (Photo 11) After hooking the leg, the offensive wrestler should lift on the leg, riding the defensive wrestler into the near fall situation. (Photo 12)

As Dr. Cox, stated, the "one-on-one" wrist series involves a variety of intricate physical movements. The finishes to this series should be practiced in steps, and as is the case with all techniques, drilled until perfected.



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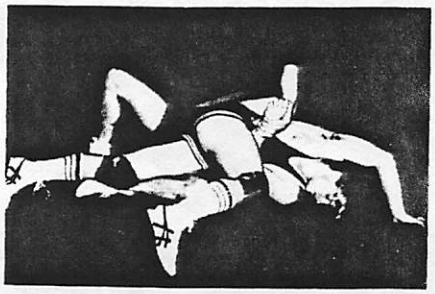

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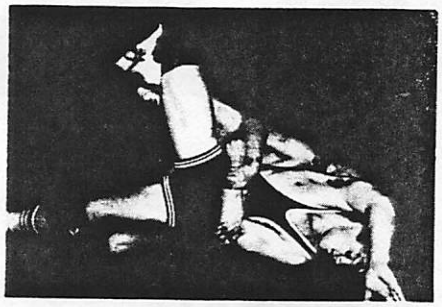

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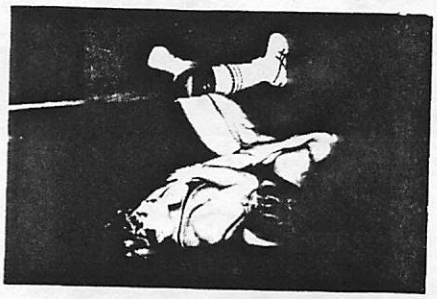

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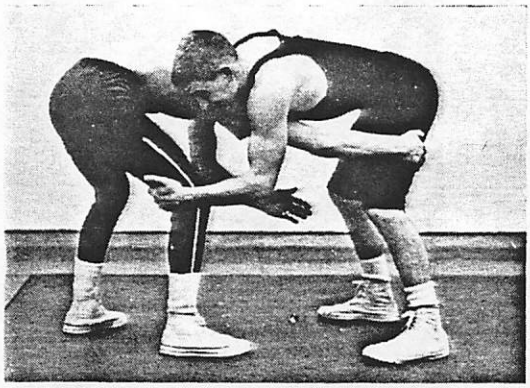
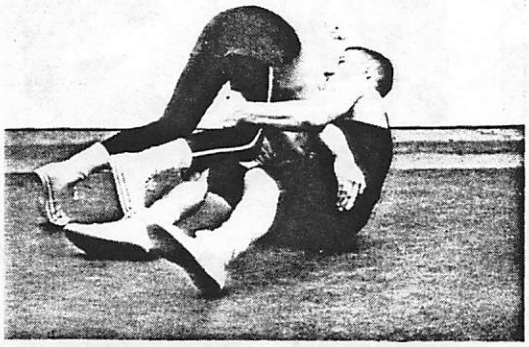
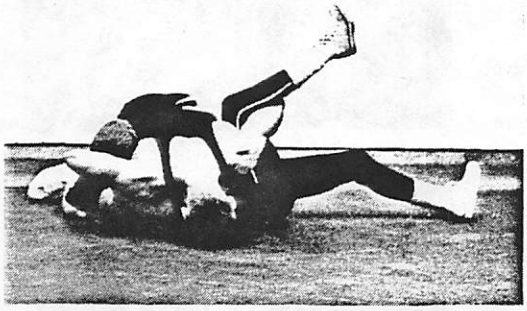
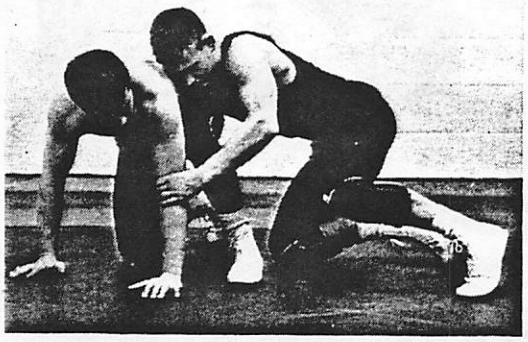
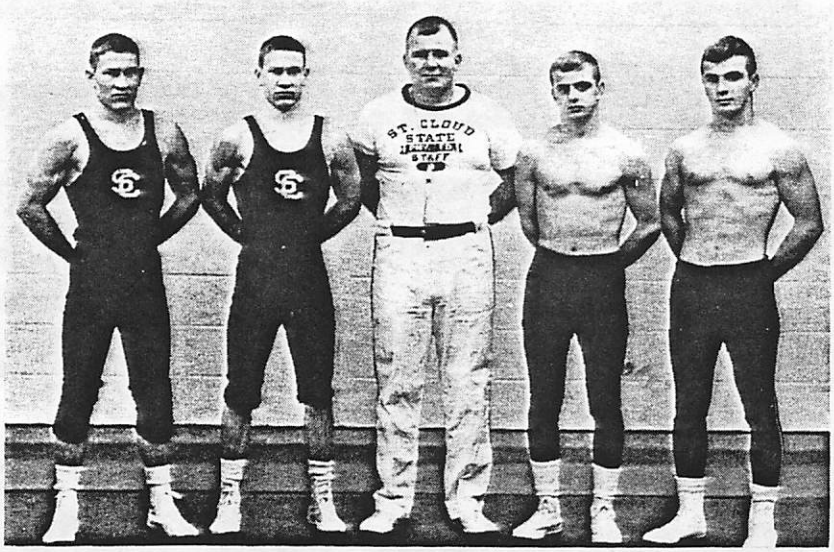
Basic Cradle Series











St. Cloud State's Wrestling Twins

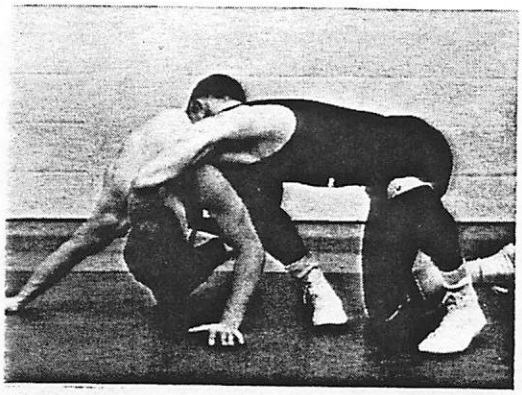
Left to Right: Jim Hazewinkel, 3-time N.A.I.A. champion. Jim is a third quarter junior, and has passed up this year of wrestling eligibility so that twin brother Dave can compete in the 1966 N.A.I.A. Championships in the 115 pound class. Jim will utilize his final season in 1966-67, and is hopeful of being the second wrestler in history to win four National titles. Jim placed fourth in the U.S. Olympic Wrestling Trials in 1964. **Dave Hazewinkel,** runner-up in the 1965 N.A.I.A. Wrestling Championships in the 115 pound class, in addition to being a two-time Northern Intercollegiate Conference 115 pound champion. Dave is a first quarter senior who will compete this year at 115 pounds in hopes of winning the N.A.I.A. and A.A.U. titles. Dave placed fifth in the U.S. Olympic Wrestling Trials in 1964. **Coach Ken Cox** (see biog. Sketch) **Ron Ruedy,** 1965 Minnesota State High School, 95 pound champion, from Hastings, Minnesota. A starter on the State College frosh wrestling team at 115 pounds. **Bob Ruedy,** 1964 Minnesota State High School, 103 pound champion, from Hastings, Minnesota. A starter on the State College frosh wrestling team at 123 pounds.

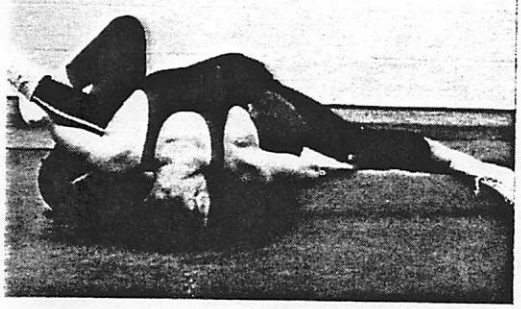
HERE AT SAINT CLOUD STATE COLLEGE we emphasize pinning combinations on the assumption that close dual meets and tournaments are won by the team that can score the greatest number of "pins." At Saint Cloud State College, wrestling enjoys the status of a major sport, and attendance at wrestling meets has greatly increased the past several years, since we have become pin conscious. Over 2,000 paid admissions witnessed our first home match in December, and were treated to five pins, 11 near falls and eight predicaments, during the dual meet. Enthusiasm was tremendous not only with the wrestling fans but also among the team members.

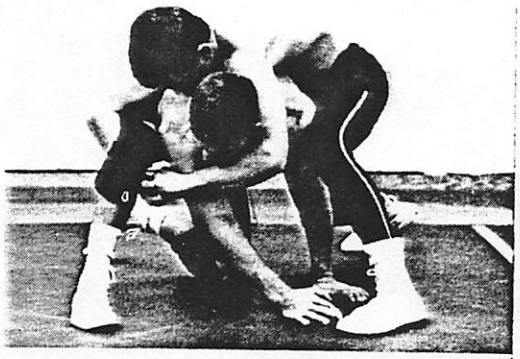
One of our favorite pinning combinations is the "basic cradle series," which we especially use as a counter pin maneuver. We concentrate on using the cradel from all positions. The four variations of the basic cradel series demonstrated in this article are just a sample of what you can do with this maneuver. Demonstrating this series are the Hazewinkel and Ruedy twins. We will refer to the offensive wrestler as "A" and the defensive wrestler as "B". The excellent photo-

For photo reference: Pictures at left are (top to bottom) #2, #3, #4 and #5.

by Ken M. Cox / St. Cloud, Minnesota, State College







graphs were taken by our college relations photographer, Fred Bauries.

The first cradle series maneuver is the "standing cradle" (picture #2), which we utilize as a counter against an attack at our chest or legs. Here wrestler "A" with "B's" head under his right armpit, graps "B's" right thigh with his left hand. From this position (picture #3), "A" sits through to his left, driving "B's" head down and lifting up on "B's" right leg. From this position "A" rotates (picture #4) clockwise driving "B" over on his back keeping "B's" head up by clasping "B's" chin, and lifting "B's" right leg up, keeping "B's" scapula pinned tightly to the mat.

The second cradle series maneuver is the "inside cradle" (picture #5) which we use as a counter for the inside stand-up. From the referee's position "A" drives in at a 90 degree angle and locks hands behind "B's" left leg and through crotch and his left arm over "B's" right shoulder and clasps hands by interlocking fingers (picture #6). "A" completes the "inside-cradle" by driving straight through "B" and driving him over on his back (picture #7) keeping his hands locked and placing his body weight directly over "B's" chest using his head as a far-side support and spreading his legs in "eagle" position, staying up on the toes and off of the knees.

The third cradle series maneuver is the "outside cradle" (picture #8) which we use as a counter for the outside stand-up. From this position "A" drives in at a 90 degree angle and locks hands behind "B's" right leg and through crotch and cross-faces "B" with his left arm and locks hands on the far side. From this position "A" drives over "B's" back by driving off of "A's" left foot and going over on "A's" right side (picture #9). From this position (picture #10) "A" rolls through, bringing "B" over-top of him, keeping hands clasped and takes "B"

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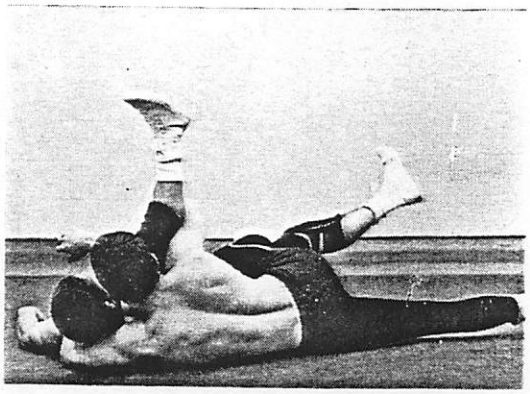
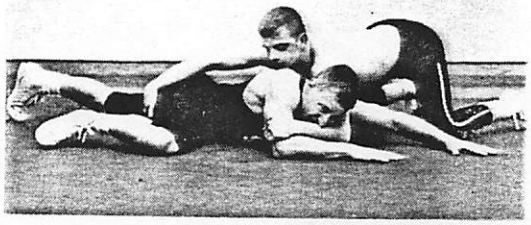
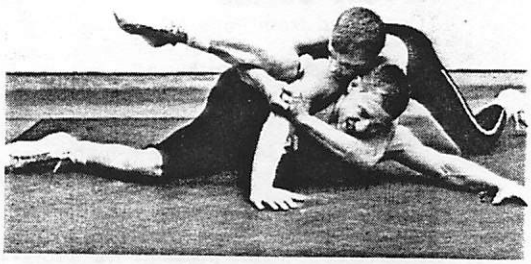
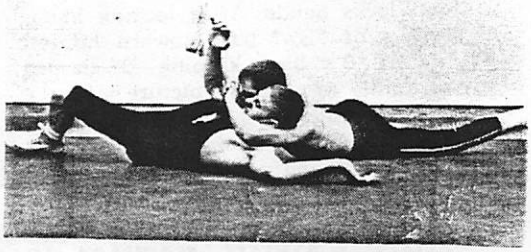








For photo references: Pictures at left are (top to bottom) #6, #7, #8 and #9.

Pictures at right are (top to bottom) #10, #11, #12, and #13.

Cradle Series

(Continued from Page 15)

over on his back with "A" positioned on his left side working "B" onto his back.

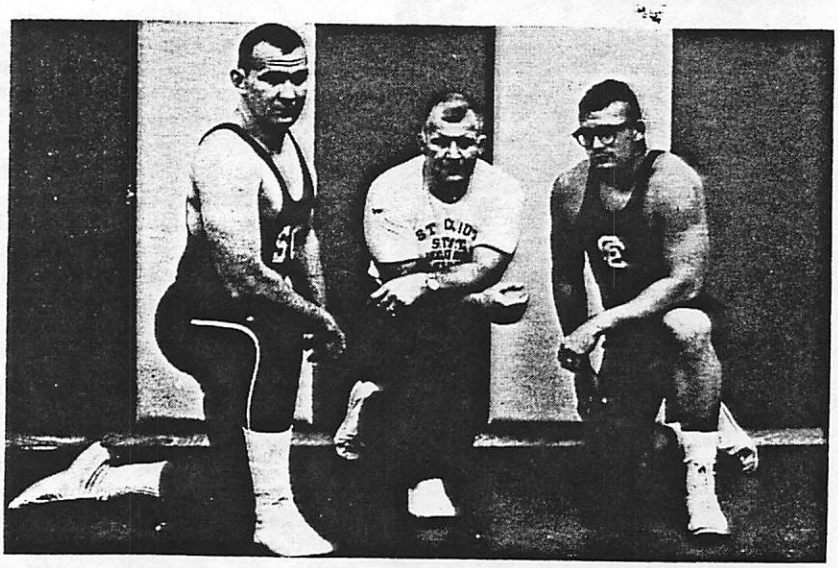
The fourth cradle series maneuver is the "cross-face cradle" (picture #11) which we use as a counter for a defensive wrestler who hugs the mat on his stomach. From this position "A" cross-faces "B" and grabs "B's" right tricep with "A's" left hand and hooks "B's" right thigh with right hand. From this position "A" drives "B's" right leg up and toward "B's" head (picture #12), and locks hands. After locking hands "A" pulls "B's" back toward himself and on "B's" back, keeping "B" clasped as tightly as possible (picture #13).

When utilizing the cradle the offensive wrestler must be careful to use his balance and never allow himself to get too far over his opponent and out of position. The cradle can be extremely dangerous if not utilized properly. Continual practice helps make perfect.

Ken has a lifetime record of 93-29-3, and his team is currently 4-0 this season. Cox coached the "Huskies" to a third place finish in the N.A.I.A. Championships in 1965, and to a 5th place finish in 1964. Cox formerly coached winning wrestling teams at Port Ord, California, Army, 1956; Simi Valley, California, High School, 1957-60; University of Washington Frosh, 1960-61; Eastern Oregon College, 1961-62; Michigan Technical University, 1962-63; and at St. Cloud State since 1963. The 32 year old mentor is a native of Bethlehem, Pa., and earned his B.S. at East Stroudsburg, Pa., State College; M.S. at the University of Washington; and an M.A. from San Fernando Valley, California, State College. Ken has written three previous articles for Coach and Athlete, and is in great demand as a clinic and banquet speaker. Since Cox came to St. Cloud State in 1963, the "Huskies" have embarked on a "Major College" schedule including dual meets this year with Oklahoma State University, University of Colorado, Arizona State University, Kansas State University, Brigham Young University, State College of Iowa and Southern Illinois University. The "Huskies" also compete in the nation's toughest small college wrestling conference, the Northern Intercollegiate Conference. A former U.S. Army Champion and U.S. Olympic Trials finalist as a heavyweight in 1956, the youthful coach is married and has six children.

LEG WRESTLING SERIES

By KEN COX
Head Wrestling Coach
St. Cloud College



INTERSCHOLASTIC and intercollegiate wrestling coaches are discovering the recurrence of leg wrestling the past three or four years. Here at Saint Cloud, Minnesota, State College, we have been devoting a considerable amount of practice time learning and teaching the fundamental techniques involved in the basic "leg-series." Fundamentally we are a "takedown" and "escape" team but have been discovering that in many real close dual meets and tournaments, a fall made the difference in who won a particular match or championship. We now use the "leg-series" to attempt to score a fall rather than utilize it as a ride or control maneuver.

In past years it was believed that only the tall lanky wrestler should utilize his legs offensively, and the short muscular wrestler should wrestle the more basic conventional style. However, we have found the "Turk" and "Modified Turk" to be excellent offensive maneuvers for the shorter limbed wrestler, while the "Cross-body ride to Guillotine" and "Leg-split" are more adaptable for the rangy grappler. These four maneuvers of leg wrestling we refer to as the "leg-series": (1) Cross Body Ride to Guillotine; (2) Leg Split; (3) Turk; and, (4) Modified Turk. There are other leg combinations such as the, "Front and Back Grapevines," "Figure Four Series," and "Straight Cross Body," to mention a few. However, we spend approximately 95 percent of our time devoted to leg wrestling philosophy, practicing the four "leg series" maneuvers.

We further realize that only a small percentage of our wrestlers feel capable and comfortable utilizing their legs, but we're confident that if properly applied, the legs can be a tremendous offensive weapon. Jim and Dave Hazewinkel, last years varsity co-captains, and both National (N.A.I.A. and N.A.A.U.) champions and members of the 1967 United States World Greco-Roman wrestling team, utilized their legs as little as possible in collegiate competition. The twins prefer holds and maneuvers using their arms almost exclusively. In contrast, this years team captain, Mike Rybak, a relatively stocky, six foot 191 pound National (N.A.I.A.) champion considers our "leg series" to be his most effective and dependable weapon. During the finals of the 1967 National (N.A.I.A.) Wrestling Championships at Lock Haven, Pennsylvania, State College, Mike electrified the capacity crowd of over 4,000 with his leg wrestling ability. As mentioned previously, at St. Coud we put our major emphasis on the "takedown" and "escape" phases of wrestling but encourage and allow for individual differences and preferences. We believe you will find

Pictured above (left to right) are Mike Rybak, Ken Cox, and Lonnie Rubis.

Rybak is the 1967 National (NAIA) 191 pound champion and a three time Northern Intercollegiate Conference champion. He is captain of both the Saint Cloud State wrestling and football teams.

Coach Cox is a past president of the National Coaches Association and is a member of the U. S. Olympic Wrestling Committee. His eleven year coaching record is 141-40-5 He was All-Conference guard in football at E. Stroudsburg (Pa.) State College. He was also All-Army heavyweight champion and finalist in the 1956 U. S. Olympic trials in both free-style and Greco-Roman. Ken is recognized as one of the best wrestling coaches in the nation.

Lonnie Rubis was runner-up in the 1963 National Championships as a 147 pounder. At the University of Minnesota he was a three-time Big Ten champion, served as student assistant coach at Saint Cloud State in 1965-66 and is currently head wrestling coach at Wausau, Wisconsin High School.

a certain percentage of your wrestlers becoming very adapt and effective at leg wrestling.

The first maneuver of our leg series is demonstrated by Mike Rybak, wearing full length tights. We will refer to Mike as wrestler "A" and Lonnie Rubis in the three-quarter length trunks, as wrestler "B."

Cross Body Ride to Guillotine

From the referee's position, wrestler "A" controlling "B" from his left side, slips his left leg through "B" legs from the front, and hooks his left leg over "B" left calf and ankle (see photo number 1). "A" must control "B" right arm with his left arm. "A" uses his right arm and right leg to maintain necessary stability and balance. From this position, "A" brings "B" right arm up and behind his neck controlling "B" right wrist with his right hand (see photo number 2). "A" must remember to keep his left leg hooked and tight over "B" left leg. "A" completes the "guillotine" by rocking back on the left side and with a half nelson with his left arm applied. "A" locks hands around "B" head (Note: locking hands in collegiate wrestling is legal in this position, however, in interscholastic wrestling when controlling an opponents head when utilizing a guillotine, the offensive wrestler is not allowed to lock or overlap his hands around the defensive wrestlers head) and straightens out his left leg, stretching "B" and putting him flat on his scapula (see photo number 3). The offensive wrestler must remember that when applying the cross body ride he must stay back and deep over his opponents lower back area, and keep tight to his opponents body. There are several other basic variations of this move after applying the initial cross body ride, including the "roll-through" if "B" makes the mistake and reaches up with his right arm and grasps "A" head.

Leg Split

Again from the referee's position "A" in the advantage position, goes into the basic cross body ride position, staying back and tight to his opponents lower back region (see photo number 4). The offensive wrestler must remember that inserting his left leg in position is extremely important, and this must be done as accurately and rapidly as possible. From this position, "A" reaches through and grasps "B" outside or right leg (see photo number 5) and pulls the leg out and away from "B" body and then explodes by lifting up and splitting "B" legs apart and putting him on his back (see photo number 6). This maneuver works best from the referees position and against a rangy opponent who is not particulary strong in the lower anatomy.

Turk

From the top or offensive position, "B" hooks over "A" left arm and with his right arm reaches through "A" crotch from the rear and lifts "A" left leg up and "B" steps (see photo num-

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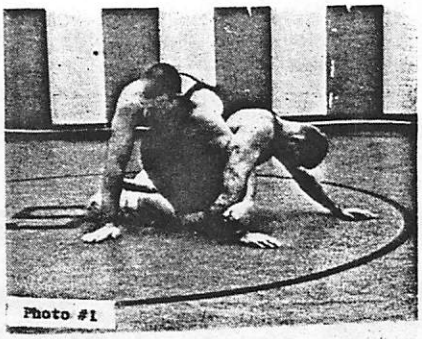
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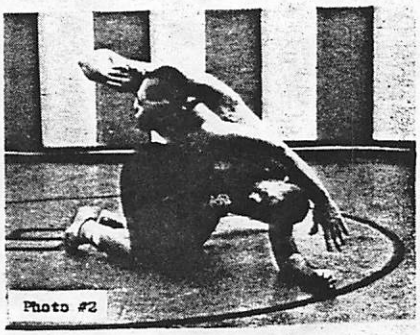
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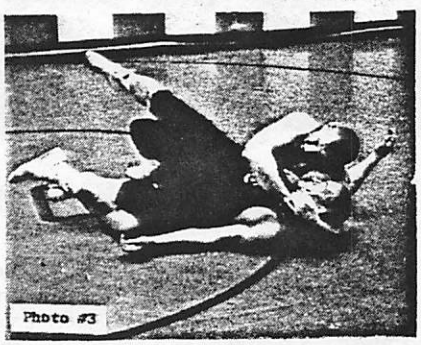
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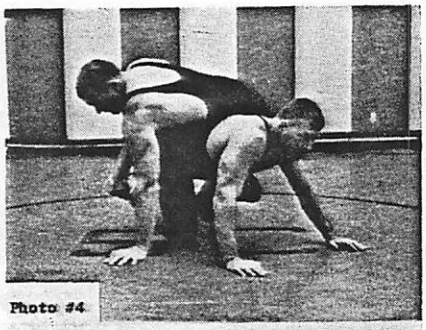
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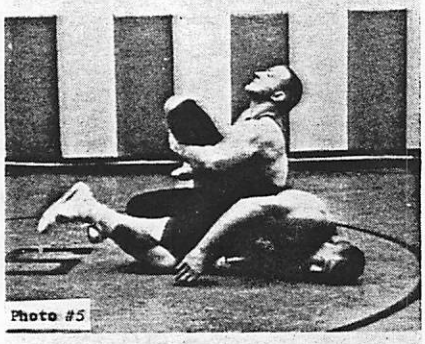
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Photo #6

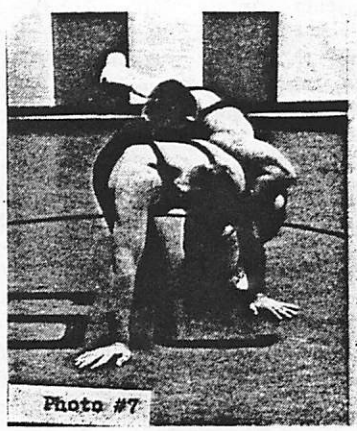
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Photo #8

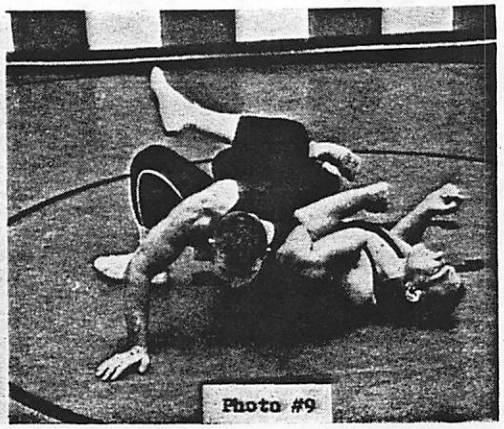
Photo #9

LEG WRESTLING

(Continued from Page 15)

ber 7) through "A" legs with his right leg. Notice the position of "B" left arm and right leg (see photo number 8) as "B" lifts and steps through. "B" next drives straight across forcing "A" on his back in a pinning position (see photo number 9). Several important things to remember are that "B" when putting "A" on his back must utilize his right arm for a far support and lift up with his right leg forcing "A" to stay down on his back. Another item to remember is "B" must keep "A" left arm hooked as tightly as possible, and its important for "B" to keep his head held up and chest closed tightly to "A" right side.

Modified Turk

This move is extremely effective if done quickly and explosively. "B" from the advantage or offensive referees position starts into the basic cross body ride position (see photo number 10). From this position, "B" hooks "A" left arm with his left arm and steps across the lower back of "A" with his right leg (see photo number 11). The maneuver is completed when "B" completes his move behind "A" and forces "A" over on his back in a pinning position (see photo number 12). In order for "B" to keep "A" on his back, he must concentrate on keeping his left leg lifting "A" left leg as high in the air as possible, and driving his left hip into "A" left hip. "B" must utilize his right arm for far support and should keep tight to his opponent, and keep "A" left arm under control. In all pinning combinations we stress the offensive wrestler positioning himself at a right angle whenever possible.

We believe a wrestler regardless of physical physique, can use this basic "leg series" of holds and maneuvers. We do feel however, it takes considerable practice and repetition training in order to master the basic technique necessary. Self-confidence is of the utmost importance, and can only be developed through hours of practice and through scrimmage matches. With the tremendous growth of interscholastic and intercollegiate wrestling, the prospective wrestler must now dedicate himself more than ever to continual self-discipline and learn as much as he possibly can about the hundreds of different holds and combinations including the counters. Even though a particular wrestler will seldom ever use a particular series of holds, his knowing and understanding them will be extremely helpful in the event he wrestles an opponent that uses them. We spend additional time each practice session, covering the counter and possible counters for particular offensive holds and maneuvers, including counters against the leg wrestler. We further believe that in order to be a consistent winner, it is imperative that the wrestler be offensive minded and utilize defensive moves and counters only as a last resort.

My next article will be concerned with what we call the basic "counter" series.

The excellent photographs were taken by Fred Bauries, assistant director, College Relations Department, Saint Cloud State College.

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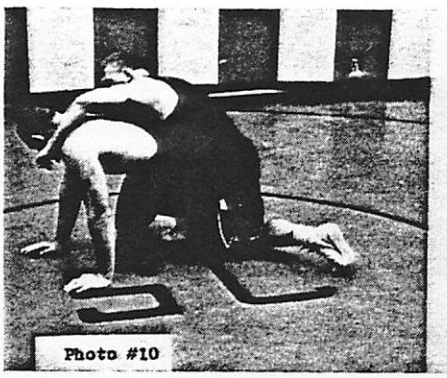
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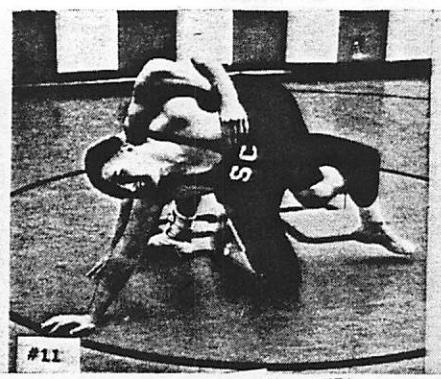

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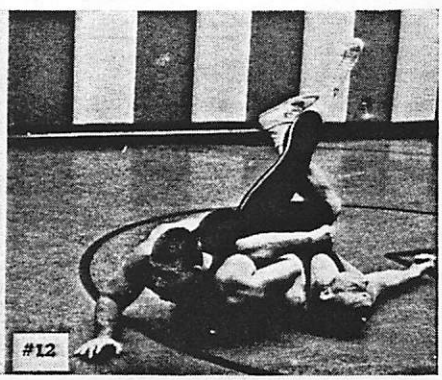
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IV. PINNING COMBINATIONS

This section is concerned with what most spectators believe to be the most exciting phase of wrestling. The best time to score a 'fall' or 'near fall' is immediately after executing a takedown. Therefore, the best executed takedowns are those which expose the defensive wrestler's shoulders to the mat.

From the offensive position (top) it is vital that the offensive wrestler maintain control and 'blanket' his opponent. It is paramount that the offensive wrestler initiates the first move on the whistle, and never hesitate. He should also learn to work from both sides (change over) of his opponent, and remember to always keep his opponent 'covered'.

The five basic skills that all students must learn in sequential order are:

SKILL #1 - LOCK-UP
(pressure on neck)

SKILL #2 - BREAKDOWN

SKILL #3 - POSITIONING
(settle in)

SKILL #4 - PIN LOWER BACK

SKILL #5 - PIN SCAPULA

1

COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today. Send initial ideas, rough or finished articles to Wrestling U.S.A.

The Soviets have researched thoroughly the traditional Japanese technique in Judo and combined the best elements of United States folk style.

Soviet Pinning Series

By Dr. Ken Cox

ntroduction

For the second straight year (June, 1984), I again traveled to the Union of Soviet Socialist Republics (USSR) to study Comparative Education under the auspices of the Citizen's Exchange Council and Department of Socialist Studies, University of Virginia. While in Moscow, I had the opportunity to observe firsthand Soviet wrestling technique being taught at the Central Army Sports Center. It is important to emphasize that Soviet coaches are required to utilize a federally standardized instructional system known as the "United Classification Scheme of Principle Technique in Wrestling Events". The uniqueness of this system is that it emphasizes the interchange of technique between freestyle, Greco-Roman, Sambo and Judo. Coaches involved in any of these four combatives are required to exchange both concepts and technique. However, a weakness of this system might be the lack of individual innovativeness on the part of the participants because of a single instructional system.

I found it interesting to discover that the mat surfaces in all of the combative rooms at the sports facilities I visited (Moscow, Pskov and Leningrad) consisted of two layer felt mats covered with a relatively thick plastic mat cover. This surface seemed ideal for the defensive wrestler to execute "break falls", but was a much slower surface for executing takedowns and throws than the rubberized vinyl surface we have become accustomed to in North America.

Also, because gymnastics still remains the focal point in Soviet physical education programs, this activity affords young aspiring Soviet wrestlers the opportunity to perfect a minimal level of tumbling skill, which they believe is advantageous in developing spacial awareness which is important in wrestling.

The Soviets put maximum emphasis on executing throws that immediately expose their opponent's shoulders to the mat in either a near fall or fall situation. One of the primary pinning combinations they teach is the "scarfhold" which is an internationally recognized hold-down utilized in judo. The "scarf-hold" can easily be converted into either freestyle, Greco-Roman, or our interscholastic/intercollegiate (American folk style) style.

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Soviet Pinning continued

Soviet wrestlers are programmed to execute this pinning combination immediately after executing a "full buttock" (commonly referred to as a head and arm lock throw) or "waist buttock-hip throw" which is an internationally recognized basic Greco-Roman throw.

From a historical perspective we recognize that the Soviets have made tremendous gains in international wrestling beginning with the 1956 Olympic Games in Helsinki through the 1983 World Championships. Soviet progress in international judo has also been noteworthy. As I analyze and study their accomplishments, I find they have thoroughly researched and programmed the best elements of American folk style and have instituted these elements into their "United Classification". They have also researched thoroughly the traditional Japanese technique in judo. They have combined the best elements of each into the "United Classification" which allows for an interchange of technique between wrestling and judo.

Head and Arm Lock Throw to Scarf-hold

From the open stance (photo 1) the offensive wrestler (on left) underhooks his opponent's left arm (photo 2). It is important that the offensive wrestler maintain downward pressure on his opponent's left arm, by pulling down and driving his forehead into the seam of his opponent's neck and shoulder. From this position the offensive wrestler steps thru with his left leg and rotates clockwise in front of his opponent's left foot. The offensive wrestler rotates in a 360° CIRCULAR MOTION (photo 3). It is important that the offensive wrestler maintain firm control with his arms and hands. From this position the offensive wrestler rotates and drives the defensive wrestler over his back directly to the mat in a pinning situation (photo 4).

Scarf-Hold

As the defensive wrestler is taken to his back the offensive wrestler immediately moves into the "scarf-hold" pinning position (photo 5). It is important to emphasize that the offensive wrestler must maintain a tripod with the heals of his feet and hips (photo 5). The offensive wrestler should try to put his right ear next to the defensive wrestler's right ear. Another important teaching concept is that the offensive wrestler's body should be on the mat--not on his opponent. The offensive wrestler's weight should be centered in his thigh and left hip (photo 5). In this position his balance is secure and not likely to be disturbed by the defensive wrestler's struggles. When once the pinning hold has been applied, the offensive wrestler must maintain the same relative position between himself and his opponent. He must be conditioned to follow every move the defensive wrestler makes, thus ensuring that his present secure balance is not jeopardized. It is essential that the offensive wrestler's posture on the mat should be both poised and flexible. A camera on a tripod gives a fair analogy of this:

Maximum stability of the camera is achieved when the legs of the tripod are spread at just the right angle. If the angle is too great the legs lose some of their rigidity and may collapse under the camera's weight; if the angle is too small there is a serious loss in stability of balance and

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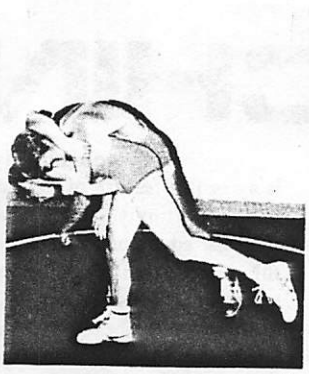

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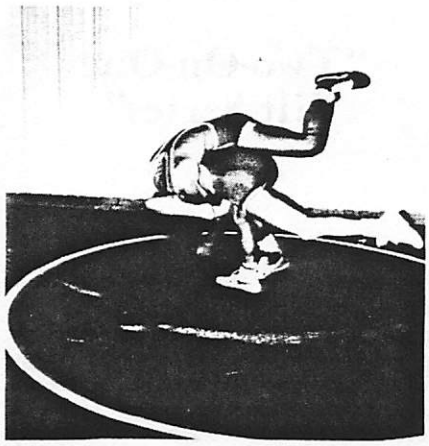

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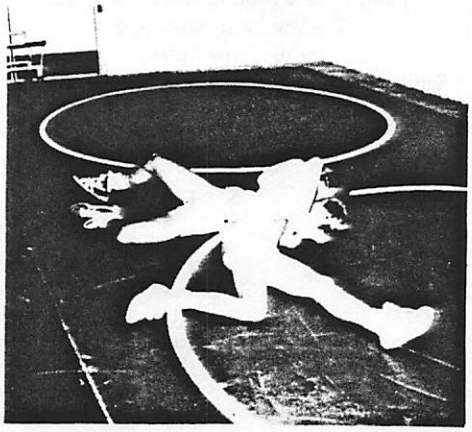

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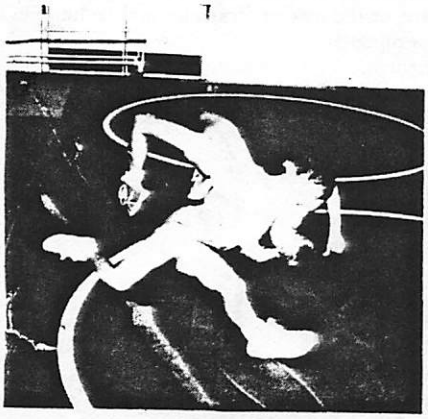

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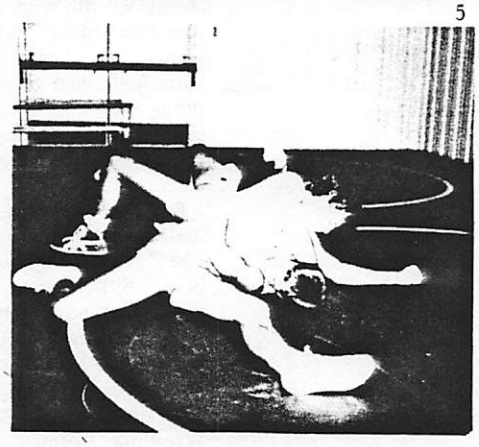

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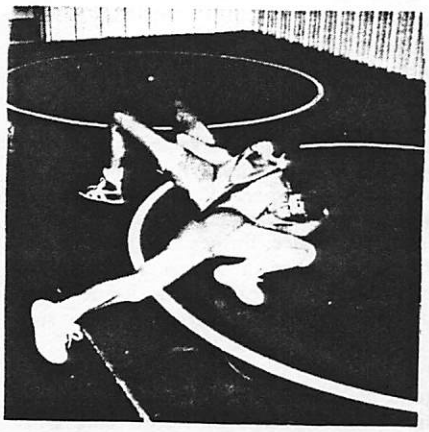

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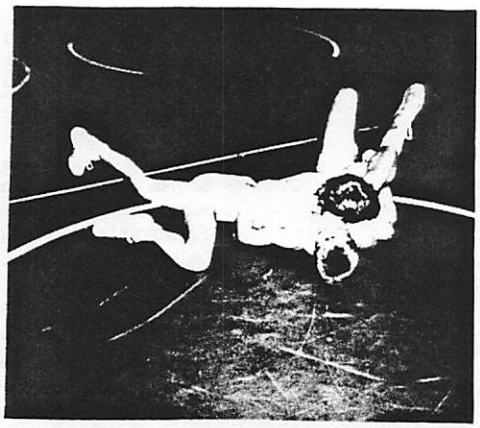

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danger of the camera toppling to the ground. In this pinning combination, the same rules apply. The legs of the tripod are formed by the offensive wrestler's two legs and his hips. If the offensive wrestler spread his legs as wide as he can with comfort and relaxation he will be in the position of maximum efficiency, able to counter and control every move made by the defensive wrestler (photo 5). This basic "scarf-hold" position also affords the offensive wrestler several other pinning options including the half-nelson and crotch and cradle.

Half-Nelson and Crotch

If the defensive wrestler is successful in attempting a high bridge to create a "gap" between his body and the offensive wrestler (photo 6), the offensive wrestler is programmed to release his locked hands and scissor his legs and move immediately into a half-nelson and crotch pinning combination (photo 8). Another key concept the Soviets teach is for the offensive wrestler to draw his near leg (right) up tight to his opponent's head (photo 8). This blocks the defensive wrestler from working his left arm between his body and the offensive wrestler's body in order to create space. A crucial teaching point is that the offensive wrestler must remain at least at a 90° angle with the bodies of the two wrestlers roughly making a letter "T". Again the legs and hips must form a tripod position.

Cradle

The third option an offensive wrestler can apply is the "cradle". From the basic "half-nelson crotch" pinning position the offensive wrestler can secure the traditional "cradle" pinning position (photo 9). Again the Soviet condition their young wrestlers to draw up the leg near their opponent's head leaving the other extended (photo 9). The offensive wrestler's hips remain tight to the mat while driving his chest into the defensive wrestler's inside (left) rib cage. However, the Soviets prefer that their young wrestlers first master the "scarf-hold", and the other alternate pinning holds are taught only after the wrestlers master the basic "scarf-hold" technique.

The demontrators (l-r)

Tra Medford (left) the offensive wrestler is a junior at Blackwell, Oklahoma, High School and placed second at 108 pounds in the 1984 class AA state championships.

Dary Smith (right) the defensive wrestler is a sophomore at Blackwell, Oklahoma, High School and was a 1984 class AA state quarter-finalist.

The author

Dr. Ken Cox is a professor in the Department of Health Science, College of Health, Physical Education, Recreation and Athletics at Lock Haven University of Pennsylvania. Dr. Cox had a lifetime wrestling coaching record of 225-94-7 and is a nationally recognized Soviet scholar in comparative education, physical education and sport.

COACHING TIPS

You must "sell" your wrestling program

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
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It is important that a teacher of wrestling remain cognizant of the newest strategies and techniques

"Two-On-One Tilt Series"

By Dr Ken Cox

Introduction

Each summer I revise and update portions of my syllabus on wrestling technique and strategy for the upcoming year. This concept is very similar to what interscholastic and intercollegiate football coaches do, annually, with regard to updating their offensive and defensive playbooks for the coming season. This affords me the opportunity to keep my physical education activity and coaching classes current with some of the more recent wrestling innovations. It is important that a teacher of wrestling remain cognizant of the newest strategies and techniques which are being experimented with and then implemented. In recent years, with the continual proliferation of rule changes, this concept has become even more vital.

For the past four years, I had the opportunity to observe the 1985 NCAA heavyweight champion, Bill Hyman, of Temple University, purify and perfect the "Two-On-One-Tilt Series". On April 11th, I went to Philadelphia with a dual purpose. I was invited to attend the annual Owl Wrestling Banquet and Bill had graciously consented to allow me to film him demonstrating this most impressive near-fall series. However, much to my dismay, the newly purchased camera I utilized to film Bill demonstrating this series on Temple footballer Trent Conelias, unknowingly had a defective shutter resulting in my photographs being developed as double exposures. I had also planned to take this series with me on my return (for the third straight summer) to the Union of Soviet Socialist Republics (USSR) where I am an exchange scholar in Comparative Education, Physical Education and Sport. Fortunately, with just a moments notice, former Owl captain and four-time NCAA qualifier Larry Cox (a former teammate of Bill's) consented to demonstrate the series that the former New Jersey prep champion and two-time All-American had so successfully engineered into the coveted national title.

This near-fall series is an excellent maneuver for the "rangy" wrestler who possesses good balance and mat awareness. Hyman (6'5", 220 lbs.) was taught by his coaches to use his long arms and legs to obtain maximum leverage and advantage. His ability to execute this series was a major factor in his outstanding 49-2

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Two-One continued

season record and Mat-Town-USA, WIWA and NCAA titles. Although it is difficult to pin your opponent with this tilt series, under the current interscholastic and intercollegiate rules, it is an excellent maneuver in which to earn near-fall points. There are several options the offensive wrestler can use in initiating this tilt series. He can either "jam" or "drive"the defensive wrestler forward and go immediately into an inside bar-arm or he can "chop" his opponent's inside arm and go immediately into a two-on-one.

B. Two-On-One-Tilt Series

1. Tilt from Regular Inside Bar Arm

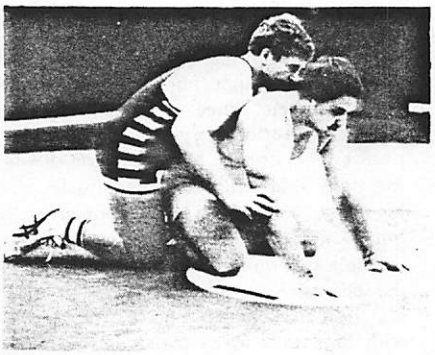
From the top position (photo 1 side angle) and (photo 2 rear angle) the offensive wrestler executes an inside bar-arm by hitting up on the inside arm (photo 3), while simultaneously releasing waist lock arm and twisting palm of left hand into the defensive wrestler's left thigh (photo 4). He must also jam his left knee into the defensive wrestler's buttocks (photo 4). From this position he breaks his opponent down on his right side while simultaneously driving his right leg under his opponent's body (photo 5) and releases the inside thigh to secure a two-on-one wrist ride (photo 6). As the defensive wrestler attempts to turn to his stomach, the offensive wrestler goes with him, and when the defensive wrestler starts to push up, he pulls the defensive wrestler towards him (photo 6). Several important teaching points to emphasize re: for the offensive wrestler to position himself as much as possible at a right angle to the defensive wrestler; pinch with his legs (photo 6); and, when the defensive wrestler attempts to turn on his stomach, he elevates his left leg up to block a roll through (photo 7). With his right leg under, the offensive wrestler must pull his opponent toward himself using the "two-on-one" while pulling straightback with his left arm (photo 7). It is important to emphasize that the offensive wrestler attempt to keep his left arm straight for additional leverage. Finally, the offensive wrestler must lift with his left leg, which blocks the defensive wrestler from turning to his stomach and increases the opportunity of exposing his opponent's shoulders to the mat (photo 8).

2. Tilt from "Chop-To-Two-On-One"

The offensive wrestler can also initiate this tilt series by chopping his opponent's inside arm (photo 9) and immediately changing from a one-on-one to a two-on-one inside wrist ride. This is done simultaneously while driving the defensive wrestler forward (photo 10), breaking his inside support, and obtaining a two-on-one on the inside wrist (photo 11). From this position (photo 11), the offensive wrestler continues to execute the "Two-On-One-Tilt Series" (photos 6, 7, 8).

3. Tilt from "Walk-Inside-Arm-To-Front"

When the defensive wrestler has a solid base, the offensive wrestler can "walk his opponent's inside arm to the front" (photo 12--side angle), while bringing the palm of his waist lock hand (photo 13) against the inside of his opponent's left thigh. It is important that the offensive wrestler drive his left knee into his opponent's buttocks while covering his opponent. From this position he continues to "walk" his opponent's right arm to the front (photo 14), breaking his balance to the inside (photo 15). The offensive wrestler then drives his right leg under his opponent and uses a pinching action with his knees (photo 16). From here the offensive wrestler moves to a two-on-one on the inside wrist (photo 17). Finally, the offensive wrestler elevates his left leg high to block the defensive wrestler from rolling through (photo 17). It is important to emphasize that the offensive wrestler pull the defensive wrestler into him with his arms, remembering to keep his left arm (elbow locked) straight for additional leverage



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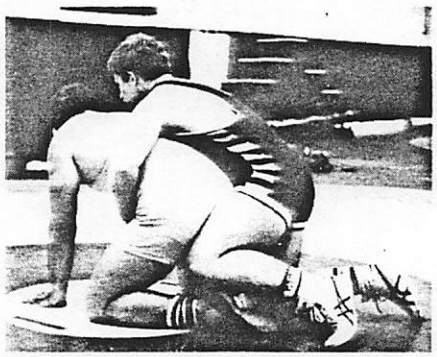

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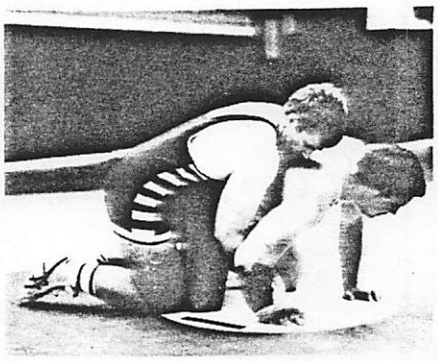

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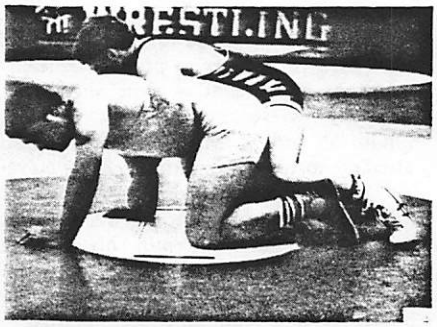

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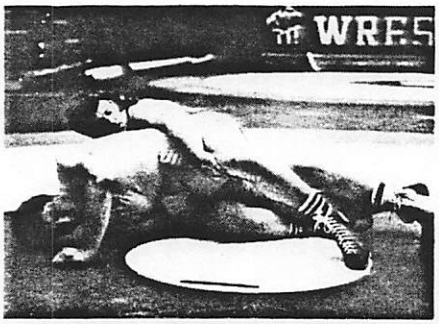

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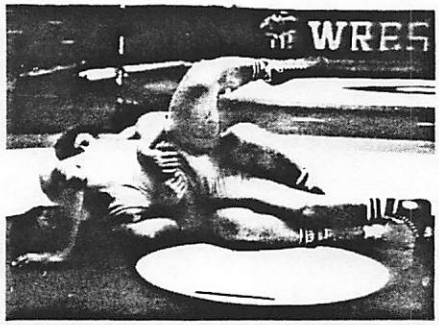

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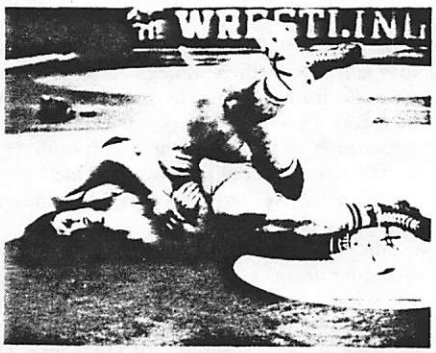

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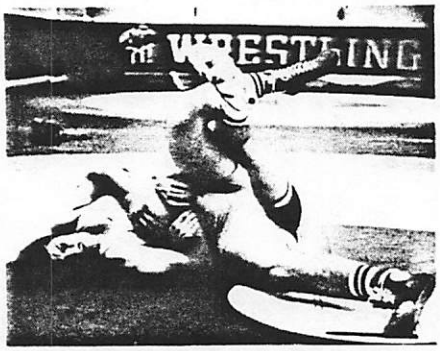

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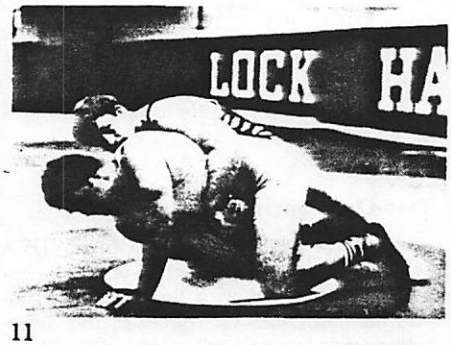

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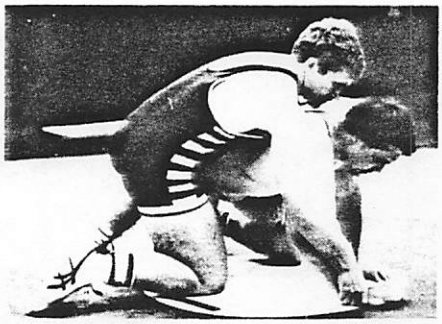

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(photo 18).

4. Tilt from "Stomach"

When the defensive wrestler flattens to his stomach, the offensive wrestler goes with him while grasping the defensive wrestler's inside wrist (photo 19). From this position the offensive wrestler begins "walking" his opponent's inside arm to his front securing a two-on-one wrist ride (photo 20). He then immediately changes over to an inside two-on-one wrist ride (photo 21). When the defensive wrestler starts to push up to gain elevation, the offensive wrestler pulls his opponent toward him and positions himself on his right side, while driving his right leg under his opponent (photo 22). Again, the offensive wrestler blocks his opponent from rolling through by elevating his left leg (photo 23), and pulling with his arms (remembering to keep his left arm straight) while maintaining a perpendicular angle in relationship to the defensive wrestler's position (photo 24).

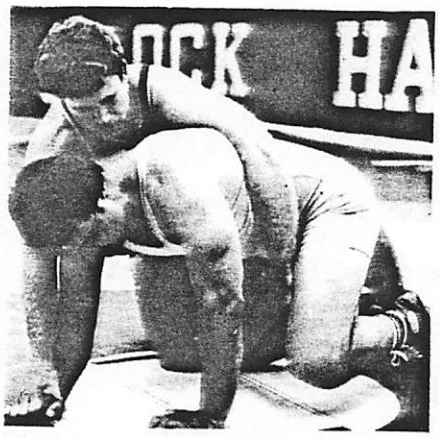
Finally, when teaching this series the coach should continue to emphasize the four basic skills from top position:

- CONTROL - COVERING
- PRESSURE - TURNING

Demonstrators (L-R). Craig Rippey and Larry Cox were teammates at Lock Haven, PA, High School in "Mat-Town, USA".

About the Author

Dr. Kenneth M. Cox has been a professor in the Department of Health Science, College of Health, Physical Education Recreation and Athletics at Lock Haven, PA, University for the past 16 years. A former wrestling coach, with a 23-year record of 225-94-7, Dr. Cox is also a nationally recognized Soviet scholar in Comparative Education, Physical Education and Sport.



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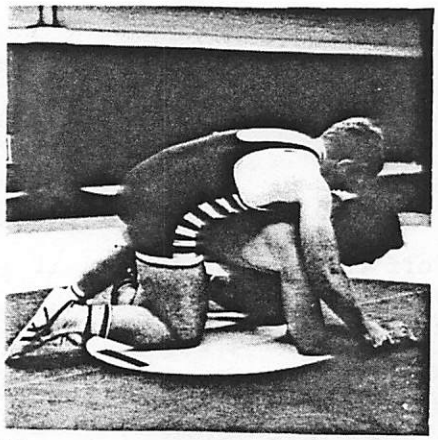
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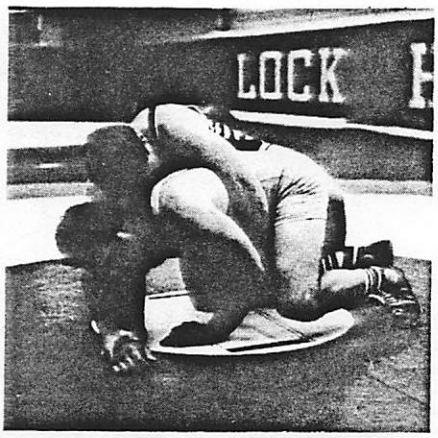

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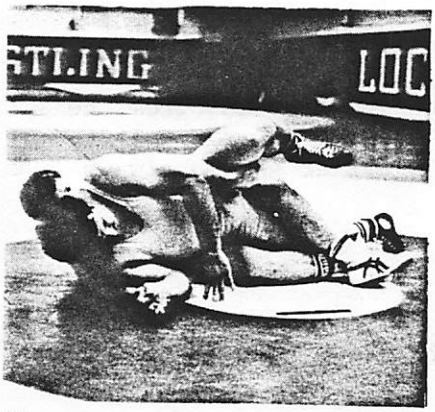

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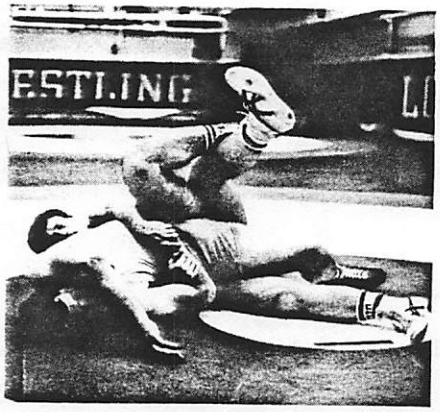

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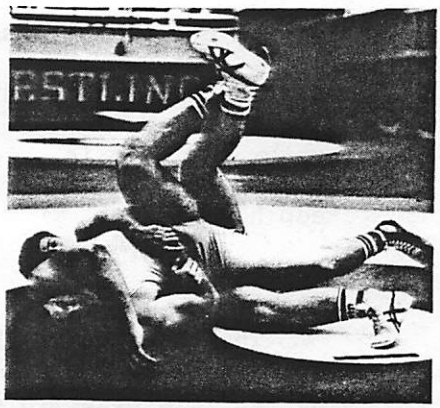
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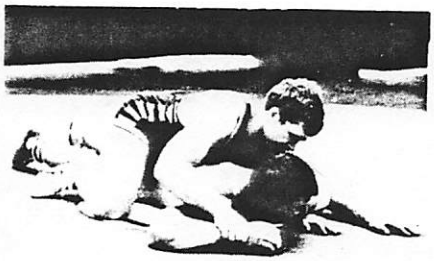
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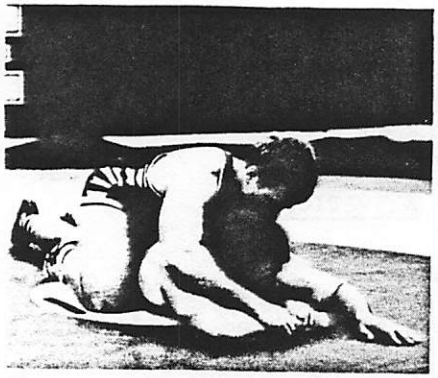
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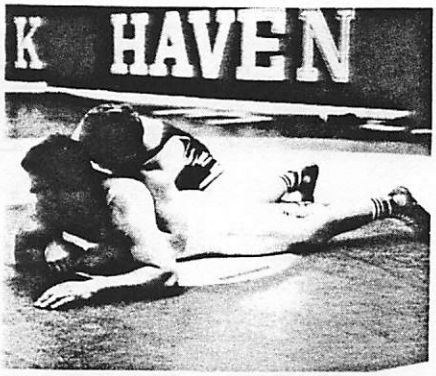

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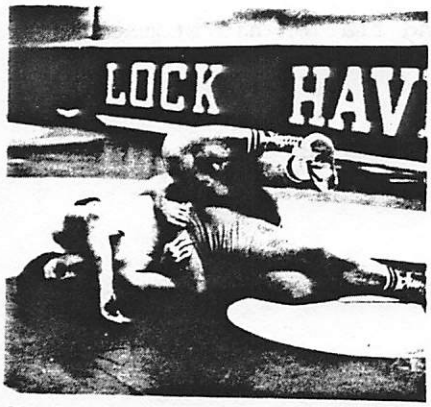

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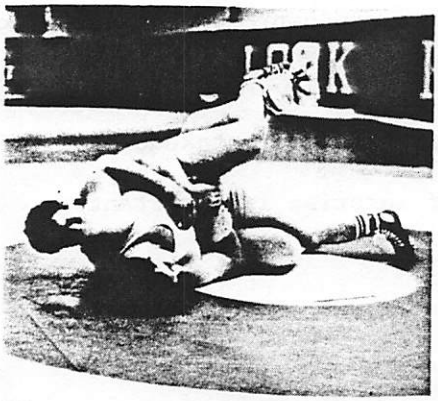
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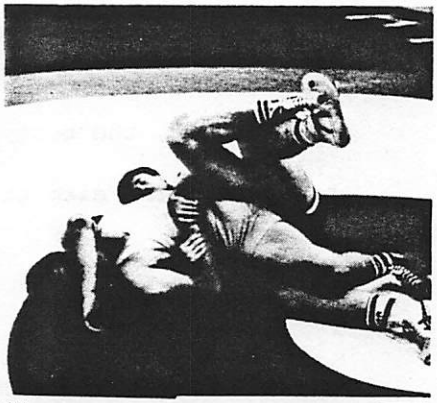
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V. ESCAPES

The ability to get off the bottom is vital if a wrestler is to reach his full potential in competition.

The most important basic concept a student must learn to execute from the defensive (bottom) position is movement. On the referee's whistle, the defensive wrestler must initiate the first move and never stop. Chain wrestling from the bottom position is especially important. The defensive wrestler should always keep his head up.

The three basic skills a student must learn from the defensive position (no specific order) are:

SKILL #1 - HAND CONTROL

SKILL #2 - MOVEMENT

SKILL #3 - ELEVATION

The attempt to execute these three skills must be done simultaneously. The defensive wrestler must never be broken down on the mat. He cannot execute an escape or reversal, when his opponent has him extended and flat on his stomach.

Finally, the best time to score a takedown is immediately after executing an escape. The element of surprise is important.

WRESTLING Stand-Up Series

Dr. Ken Cox
Head Wrestling Coach
Lock Haven State College

Photo 1

Photo 2

Photo 3

Photo 4

Photo 5

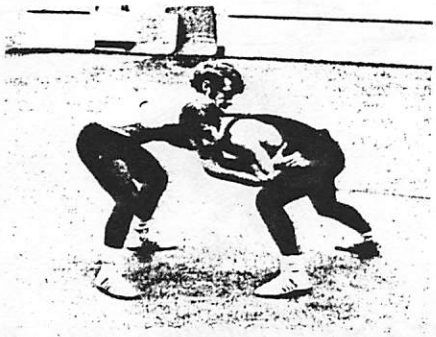

Photo 6

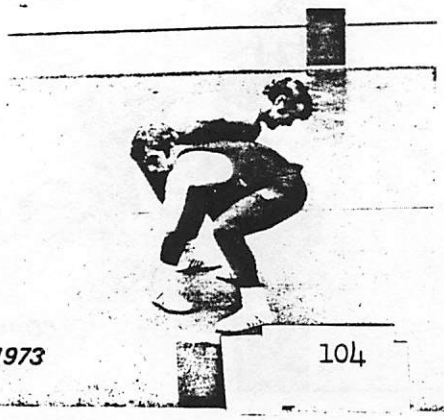

Photo 7

☐ At Lock Haven State, we advocate the "take-down and stand-up" style of wrestling. However, frequent rule revisions necessitates that we constantly re-evaluate our "take-down and stand-up" techniques. This past season we were faced with the toughest major college schedule in our school's history. Since we had a relatively unexperienced team, composed primarily of freshman and sophomores, we decided to perfect a basic "stand-up" series that would limit our opponents countering ability.

Several very important "stand-up" concepts were strongly emphasized. They were: (1) establishing the importance of moving before our opponent on the whistle; (2) striving for elevation; (3) keeping our head-up; and (4) concentrating on hand control.

During pre-season training, nearly one-third of each practice session was devoted to drilling and perfecting the "stand-up" series. We recognized that unless we could gain a quick escape, our "take-down" ability would be greatly minimized. Therefore, the many hours of practice and "slick-drilling" from the standing position, for the most part, would be wasted, unless we could get-out fast.

OUTSIDE STAND-UP

From the referee's position (photo no. 1), the first step (photo no. 2) is for the defensive (bottom) wrestler to clear his right leg (outside) by bringing it to the original position of his right (outside) hand and to catch the offensive (top) wrestler's left wrist with his right hand. Simultaneously, the defensive wrestler must immediately clear his inside (left) arm by driving it rapidly upward and across in front of his body.

From this position, the second step is for the defensive wrestler to post the offensive wrestler's left wrist and drive back into the offensive wrestler, utilizing the offensive wrestler's forward momentum to gain his feet (photo no. 3). The defensive wrestler must remember that when he gains the standing position he must keep his knees unlocked, stay in a low position, and control his opponents left wrist with his left hand (photo no. 4).

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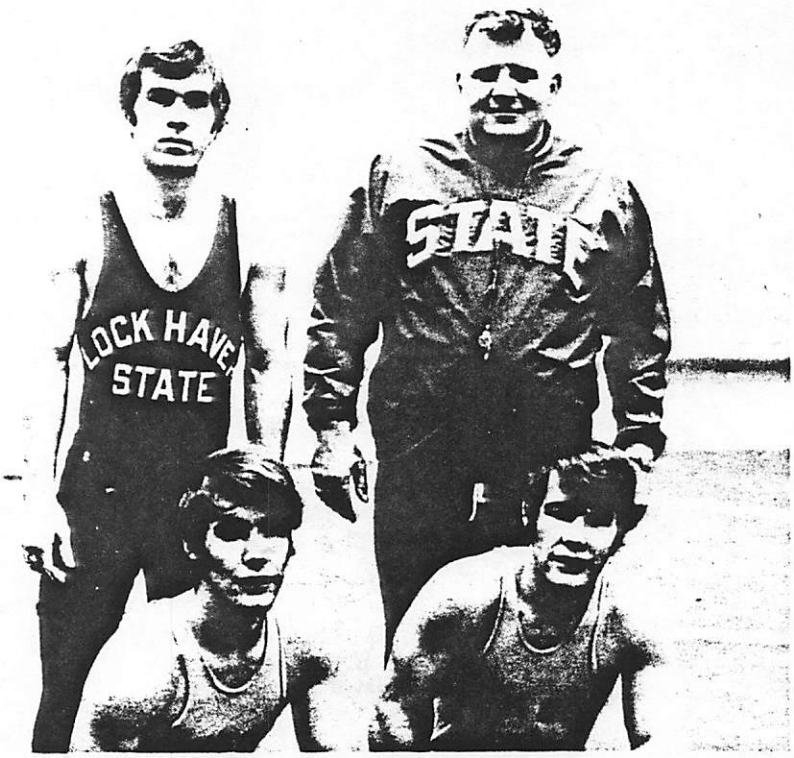


(Standing, R), Dr. Ken Cox, who has an outstanding lifetime coaching record of 151-44-8, has piloted the "Bald Eagles" to their 34th consecutive winning season. Don Fay (standing, L), was undefeated in four years of dual-meet wrestling. He now teaches health education and is head wrestling coach at Newfield, N.Y., High School. Jim (L) and Tim (R) Rupp, better known as the "Wrestling Rupp Twins," have completed four outstanding years on the "Bald Eagle" mats.

In the third step, the defensive wrestler maintains lateral movement and "powers-in" by using his right arm (photo no. 4) as a wedge to drive between his body and the offensive wrestler. At the same time, the defensive wrestler forces his hips out and rapidly turns to his right (photo no. 5), gaining a neutral position (escape). After gaining the escape he must maintain a low position enabling him to immediately go under his opponent for a double-leg tackle take-down (photo no. 6), which would then complete a three point maneuver (photo no. 7).

INSIDE STAND-UP

The second phase of our "stand-up" series from the referee's position is the inside stand-up. From the bottom position, the first step is for the defensive wrestler to clear his left (inside) leg and left (inside) arm, by simultaneously bringing his left foot to the original position of his left hand and driving his left arm up and across in front of his body (photo no. 8). During this first step the defensive wrestler must catch the offensive wrestler's left hand with his right hand. While maintaining a wide base, the defensive wrestler must bring his left hand back and post the offensive wrestler's left wrist using a two-on-one (photo no. 9).

In the second step, the defensive wrestler must come off his right knee by twisting to his right and driving back into the offensive wrestler, utilizing the offensive wrestler's forward momentum to come to his feet (photo no. 10).

In the third step, the defensive wrestler maintains lateral movement and "powers-in" by keeping the offensive wrestler's left wrist posted and driving his right arm over his opponents waist-lock arm in a wedge like position (photo no. 11). After gaining the escape, he must maintain a low position (photo no. 12) enabling him to immediately go under his opponent for a double-leg tackle take-down (photo no. 13) which would then complete a three-point maneuver (photo no. 7). ■

Photo 10

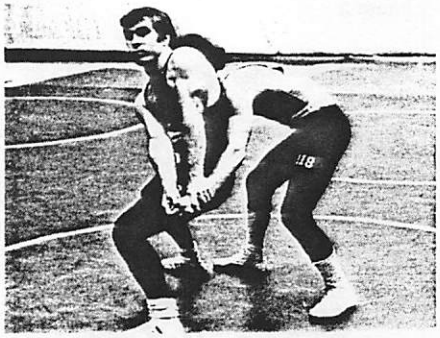


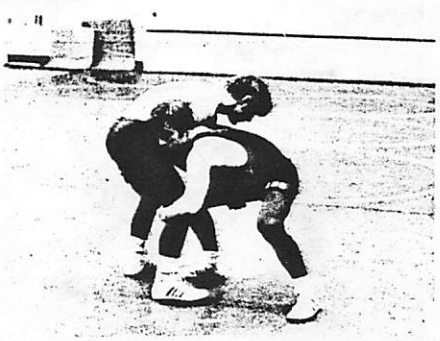
Photo 11

Photo 12

Photo 8

Photo 9

Photo 13



COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

Getting off the bottom is even more important today than in the past.

Inside Standup Series

By Ken Cox
Professor of Health and Physical Education at Lock Haven University. Former 1956 U.S. Olympic Trials finalists. 23-year coaching record of 225-94-7 and has coached numerous All-Americans.

After personally witnessing Oklahoma State University extend its winning streak to 34 in a row against traditional NCAA-Division I powers Cal Poly, Cal-Bakersfield and Arizona State this past January, it became apparent to me that getting off the bottom is even more important today than in the past. The "Cowboys" have perfected an arm bar series and have combined it with a tough leg series allowing them to score heavily from the offensive position. Probably the best low-risk maneuver against a a tough attack from the top position at any level of wrestling is the "Inside Standup Series." The concept of simultaneously combining ***movement, hand control, and elevation*** in teaching this sereies is vital. After teaching the series using the step (part method) approach, it is important to have your wrestlers drill the series using the whole method at full speed. Also, it is suggested that your wrestlers become conditioned to moving on the whistle. Practicing whistle starts from the referee's position during your practice sessions conditions your wrestler to move on the whistle. This escape has been developed into a two-part series, the "Cross Arm Technique" and "Block and Cross Technique."

"Cross Arm Technique"

Step 1: From the defensive (bottom) position, the defensive wrestler assumes a comfortable position, allowing the toes of his inside foot to be turned in. This allows the bottom wrestler to clear his inside ankle before the top (offensive) wrestler can hook his left ankle on the whistle (Photo 1).

Step 2: Immediately on the whistle, the defensive wrestler simultaneously clears his inside (left) leg to the position where his left hand was on the mat, and brings his left arm up and across his face. At the same time the defensive wrestler throws his right arm up under his left arm. He must concentrate on keeping his back straight. The defensive wrestler blocks to top wrestler's left hand with his right hand (Photo 2).

Step 3: From this position, the defensive wrestler pivots to a right ankle, by coming up off of his right knee and pivoting on the ball of his left foot. It is important that the defensive wrestler control his opponent's right waist lock wrist and maintain a crouched position (Photo 3).

continued page 10

Inside Standup continued

Step 4: From here the defensive wrestler moves laterally in short choppy steps and post his opponent's right wrist. He must maintain a solid base with his feet and keep his hips low. (Photo 4).

Step 5: While posting his opponent's right wrist, the defensive wrestler brings his left arm straight up and over his head. From this position he "pops" his hips forward and cuts through by bringing his left arm straight down in front of his opponent's body. This arm action must be hard and fast. The defensive wrestler should not cut across his opponent's back (Photo 5).

Step 6: The defensive wrestler completes the escape by simultaneously finishing the cut through and stepping back with his left leg and pivoting on the ball of his right foot, assuming an open neutral stance (Photo 6).

When drilling this escape, it is suggested that the defensive wrestler shoot from a takedown immediately after scoring the escape. It should be emphasized that often the most opportune time to score a takedown, is immediately after scoring an escape.

"Block and Cross Technique"

Step 1: From the referee's position, the defensive (bottom) wrestler assumes a comfortable position. It is important to teach the defensive wrestler to "bow" his back, keep his head up, and keep his fingers spread and palms slightly off of the mat surface, with his elbows slightly bent. The defensive wrestler must turn his inside (left) ankle in, which will allow him to clear his inside foot before the top (offensive) wrestler can hook his left ankle on the whistle (Photo 7).

Step 2: On the whistle, the defensive wrestler must "explode" by "popping" his back and extending his arms straight up and looking to his right. Of utmost importance is that the defensive wrestler blocks his opponent's left hand with his right hand, at the same time he clears his inside (left) arm. Emphasis must be placed on having the defensive wrestler "block" his opponent's left hand, by keeping his right hand in tight to left hip (Photo 8). Also of equal importance is that the defensive wrestler must look over his right shoulder (side angle, Photo 9). Again the defensive wrestler must bring his left foot forward and place it where his left hand was positioned (side angle view, Photo 9). All of these gross motor movements must be executed simultaneously.

Step 3: From this position the defensive wrestler pivots off of his right knee and ball of left foot to a right ankle, maintaining a solid base with his feet. He must also control his opponent's left wrist, and keep his knees bent while moving his feet in a short choppy circular pattern (Photo 10).

Step 4: From this position the defensive wrestler posts his opponent's left wrist and left arm (Photo 11).

Step 5: the defensive wrestler now begins to cut through by raising his right arm over his head and "popping" his hips forward while controlling his opponent's left wrist with his left hand (Photo 12).

Step 6: The defensive wrestler continues the cut through by driving his right arm down between his body and his opponent's body and pivoting on his left foot and stepping back with his right foot (Photo 13). The escape is completed when the defensive wrestler again assumes the open neutral stance (Photo 6). Again the wrestlers must be conditioned to go on the attack (offensive) and shoot a takedown immediately after scoring the escape.

The photographs for this article were taken by amateur sports photographer Doug Desmond, Kermit, Texas in the Blackwell Middle School wrestling building.

Demonstrators

Dave Cox is a first-year head coach at tradition rich Blackwell, Oklahoma, Junior High School. A former Lock Haven, PA, High School wrestling captain, Dave graduated from Bloomsburg University where he also served as a student assistant coach. A former member of the All Army Wrestling Team, Coach Cox's 1983-84 Blackwell Maroon team finished with a fine record.

Danny Cox is also a former Lock Haven, PA, High School wrestling captain. A former All-State football player, Danny is currently a defensive back and punter at the U.S. Merchant Marine Academy.

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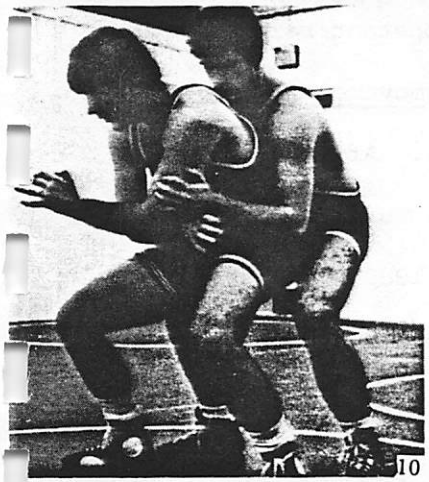
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VI. REVERSALS

The ability to reverse your opponent to gain control is one of the more difficult complex gross motor skills to teach your students. Constant reinforcement of the three basic skills (concepts) of hand control, movement and elevation utilized in teaching escape wrestling is essential. After nearly 30 years of action research, the author has discovered the "High Turn In Reversal Series" (Cox, 1983) and the "Granby Roll Series" (Cox, 1980), to be the most productive. However, in executing these reversals there are three very important skills that must be emphasized. They are:

SKILL #1 - BASE (maintain a solid base)

SKILL #2 - MOVE OFF WHISTLE (movement, hand control and elevation)

SKILL #3 - CONTINUAL MOTION (chain wrestling)

Finally, one of the best opportunities to score either near fall points or a pin is immediately after scoring a reversal. Immediately after gaining the advantage the student must be conditioned to maximize this psychological advantage, by moving immediately on the offensive.

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Two new defensive maneuvers from the referee's position.

PART I

"High Turn-In Reversal Series"

By Dr. Ken Cox - *Professor HPER, Lock Haven University*

Introduction

This past June, 1983, I had the privilege to be one of 48 North American educators to be chosen to study at the world famous Soviet Federal Institute of Physical Education and Sport in Moscow, USSR. The intensified study-tour was organized by Concordia University, Montreal, Canada, through its International Institute of Comparative Physical Education. The study-tour represented one of the most complete study of the Soviet sports system ever arranged for a foreign group. The study was sanctioned by Soviet authorities under the terms of the Canada-USSR general exchange agreement signed by Prime Minister Trudeau and Premier Kosygin in 1972.

The North American Educators were divided into four sections assigned to study the Soviet system in either physical education and sport; track and field; weight-lifting and strength training; or wrestling. Along with eleven other educators I chose to study the Soviet system of wrestling. One of the most interesting features that I found with regard to the Soviet system was their centralized system and control of wrestling at all levels. For example, all entry level wrestlers are taught the same system, the "United Classification Scheme of Principle Techniques in Wrestling Events." This system is the same for freestyle, Greco-Roman, Sombo and even Judo. Every offensive and defensive technique in the Soviet wrestling system is classified into specific groups and subgroups. All 1,400,000 Soviet wrestlers from Izmail to Verkhoyansk and from Murmanck to Korsakov learn the same basic system. All vocabulary and terminology is the same to facilitate communication between over the 100 different nationalities spread across 15 Soviet republics. For example, the eight basic setups for takedowns utilizing the staggered stance are the same for all entry level wrestlers throughout the Soviet Union.

In the early stages of technical and tactical preparation for

continued page 28

the young wrestler he is taught the basic specifics of wrestling. As he moves up through the traditional (bantam, midget, junior, intermediate, advanced, elite, junior world, etc.) levels of competition in addition to emphasizing the "United Scheme" his coach is encouraged to begin "purifying" the system. In other words the coaches at the sports societies can tailor the "United System" to their own psychological and physiological preference. Changes must be based on scientific research and through personal experience and observation. Each coach is required to investigate and research new technical and tactical applications of technique and training methods and share this knowledge with the Soviet central leadership. I must emphasize that wrestling is taught as a science based discipline. This new knowledge then becomes an appendices to the "United Classification Scheme." I discovered this concept to be very similar to that of a football coach who periodically updates his offensive and defensive playbook to best include his existing personnel, and other variables. It was also interesting to discover that the current Soviet system includes many of the same features of Dan Gable's "Iowa Intensive Camp Concept," Billy Martin's "Granby System" and Steve Comb's "USWF Technique System," to name just a few. As a point of interest I would also like to mention that during both Dr. G.S. Tumanian's (a merited coach and professor of wrestling) lectures and Coach Yuri Shakhmuradov's (world champion) technique demonstrations that continual reference was made regarding Dan Gable. It was obvious that Soviets have a deep respect and regard for Coach Gable.

From my Soviet experience, I personally gained a much greater insight into the importance of wrestling coaches to continually update their "system" in order to remain current and productive. Also a greater appreciation of wrestling as an academic discipline was greatly enhanced.

I would like to take this opportunity to share two defensive maneuvers from the referee's position. These two maneuvers are being included in my own personal system that I utilize in my Advanced Technique of Coaching Wrestling course. The first (Part I) is the "High Turn-in Reversal Series." The second (Part II) is the "One-On-One Inside Wrist Series."

High Turn-In Reversal Series

Donnie Parsley, Lock Haven University's outstanding senior 134-pounder brought this maneuver with him when matriculated to LHU as a state runner-up from Greensburg-Salem, PA, High School. Donnie learned this effective reversal from his high school mentor, Rob Waller, a former NCAA "All-American" from Slippery Rock University. Donnie is the second oldest of six wrestling Parsley brothers. He demonstrates the "High Turn-in Reversal Series" on his older brother, Kenney, who was both a 1978 Pennsylvania Interscholastic Athletic Association (AAA) and 1982 Pennsylvania State College Athletic Conference champion. An excellent feature of this maneuver is that it can generate four or five quick points if executed correctly. The maneuver is also a modification of Billy Martin's famed Granby Roll Series made popular in the collegiate ranks by LHU's three-time NCAA champion, Gray Simons.

Execution

The "High Turn-in Reversal Series" is broken down into five steps for instructional purposes.

Step 1 - ***Bump Back*** - From the referee's position (photo 1) the defensive (bottom) wrestler pressures back into the offensive (top) wrestler and leans to his right with his right hand controlling his opponent's waist lock wrist (photo 2). It is important that the defensive wrestler keep his shoulders and hips parallel. If he is too far back he can be countered by being "chinned" and if too far forward the offensive wrestler can drive into him making it difficult for him to use his hips. It is also important for the defensive wrestler to keep his feet as close to his hips as possible, allowing for maximum elevation when he executes the turn-in.

Step 2 - ***Posting*** - Post left hand as close to his hips as possible with fingers pointed backward so his opponent can't underhook his left arm (photo 3). Start raising hips ups and begin pushing off of left leg. Emphasize lifting up on waist lock wrist with his right hand.

Step 3 - ***High Leg Up and Over*** - Next, the defensive wrestler lifts right leg (photo 4) up and over, and replaces buttocks with his head. Coaches should emphasize the concept of "up and over" and not "out and around."

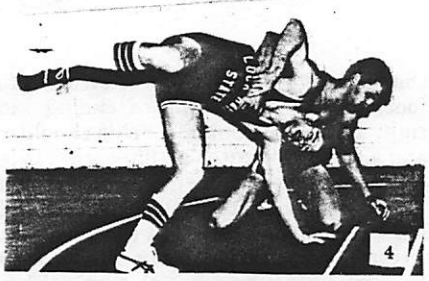
Step 4 - ***Tripod Position*** - From this position the defensive wrestler replaces buttocks with his head (photo 5).

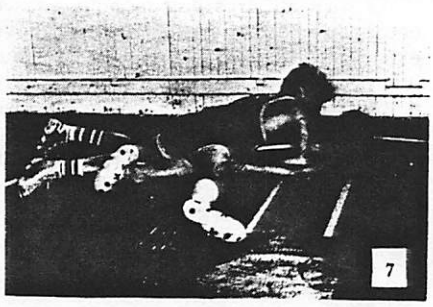
Step 5 - ***Spin-Out*** - When the top wrestler does not follow, the defensive wrestler will spin to his right (waist arm) and raise head to outside, controlling the waist lock wrist (photo 6). From this position, the defensive wrestler must keep pressure on his opponent's shoulders, by controlling the arm and keeping hips off the mat. This maneuver is completed with the spin out reversal (photo 7).

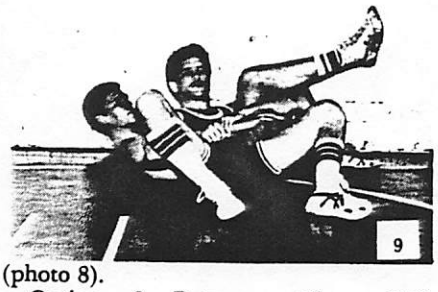
There are also two excellent options with this series.

Options

Option 1 - ***Peterson*** - When the bottom wrestler spins (photo 5) and the top wrestler follows the defensive wrestler completes the reversal with a "Peterson"







(photo 8).

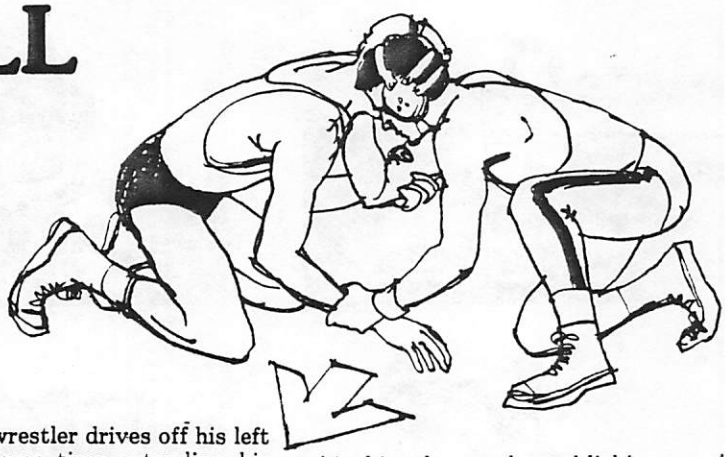
Option 2 - ***Peterson Change-Off*** - The defensive wrestler grasps his opponent's right wrist with his left hand (photo 9). Coaches must emphasize that the bottom leg be controlled and not the top leg (photo 9).

As common with learning all new wrestling maneuvers, drill is of the utmost importance.

A second defensive maneuver from the defensive referee's position that both LHU coach Neil Turner and myself have included in our respective systems is the "One-On-One Inside Wrist Series" which will be discussed in a future issue.

About the author: *Dr. Kenneth M. Cox, is a professor in the School of Health, Physical Education and Recreation at Lock Haven State College. Dr. Cox has a 225-97-7 career wrestling coaching record covering 23 years. A 1956 U.S. Olympic Trials finalist in both freestyle and Greco-Roman, Dr. Cox coached numerous Olympians, NCAA and NAIA "All-Americans." A former member of the U.S. Olympic Committee, Dr. Cox, who earned his doctorate at the University of Washington, now devotes full time to teaching, writing and research.*

GRANBY-ROLL SERIES IN WRESTLING



By Dr. Ken Cox
Lock Haven State College
Lock Haven, PA

One of the most spectacular and exciting maneuvers in both interscholastic and intercollegiate wrestling is the Granby-Roll. The Granby-Roll was first introduced to interscholastic wrestling by the famed Billy Martin, former mat mentor at Granby High School in Norfolk, Virginia, back in the late 1950's. One of Coach Martin's best-known proteges was three-time NCAA champion Gary Simons. Simons (presently wrestling coach at the University of Tennessee) introduced the Granby-Roll to intercollegiate wrestling while wrestling under Hall-of-Famer Herb Jack at Lock Haven State College, Lock Haven, Pennsylvania, in the early 1960's. Ever since the arrival of Simons on the Lock Haven campus, Bald-Eagle wrestlers in Mat-Town, U.S.A., have been best known for their execution of the Granby-Roll. Actually, the Granby-Roll and Lock Haven State wrestling have become synonymous in collegiate wrestling.

In recent years Lock Haven's best known wrestler using the Granby has been Michael Moore, a 1978 All-American. During the past season, Moore scored either a Granby-Peterson or Granby-Reversal on every opponent he faced. At Lock Haven we teach the Granby-Roll Series consisting of the (1) Granby-Roll to the Peterson; (2) Granby-Roll to a Reversal; and (3) the Standing-Granby. We do not teach the Granby as an escape move.

From the referee's position, the defensive (bottom) wrestler evenly distributes his weight on both knees, making certain he can clear his feet on the referee's whistle. The move is best executed when the top (offensive) wrestler is aggressive and drives into the defensive wrestler. On the whistle, the defensive wrestler simultaneously clears both his outside and inside legs and clasps the top wrestler's waist, locks his wrist firmly with his right hand and elevates his hips up higher than his shoulders. This concept is very important. Another important teaching concept is to emphasize that the defensive wrestler must point his left (power) foot in the direction of his opponent which is the same direction he will be executing the "flip" phase of the move. From this position the defensive wrestler drives off his left foot, at the same time extending his right leg and tucking his inside shoulder and actually executes a "flip-turn". It is especially important to keep the top man's right wrist tightly clasped around his waist. Also stress that the defensive wrestler must drive off the left (power) leg with sufficient force so that neither his head nor shoulders comes in contact with the mat when executing the "flip-turn." As the defensive wrestler completes his "flip-turn," he extends his left arm up, blocking his opponent from stepping over him and then hooks the top wrestler's inside leg, catching his opponent in the "Peterson" phase of the move. From this position the defensive wrestler lifts his opponent's inside (right) leg up with his left arm and takes the waist lock wrist and extends it straight away from his body with downward pressure. The defensive wrestler must be careful not to hyper-extend his opponent's elbow. It is extremely important that when scoring near-fall points or a fall from this position, the defensive wrestler positions his body at a right angle to his opponent, keeping his hips low and establishing a wide base with his legs. The defensive wrestler must also drive into his opponent's right arm pit.

Granby-Roll to a Reversal

We teach the Granby as a two or five point move. When completing the "tuck" and "flip-turn" phase, if the top man tries to counter the move by not following the defensive (bottom) wrestler, the defensive wrestler can pull away, maintaining a tight grip on the top wrestler's waist lock wrist and driving his left arm through his opponent's crotch. From this position, the defensive wrestler comes up behind his opponent, always remembering to stay at a right angle, eliminating the possibility of being reversed.

As with all wrestling maneuvers, we emphasize perfect execution. We believe execution is best developed by continually "drilling" the move. We especially emphasize drilling the basic one-two step. Finally, we stress learning to execute the Granby-Roll with the top man on both sides.

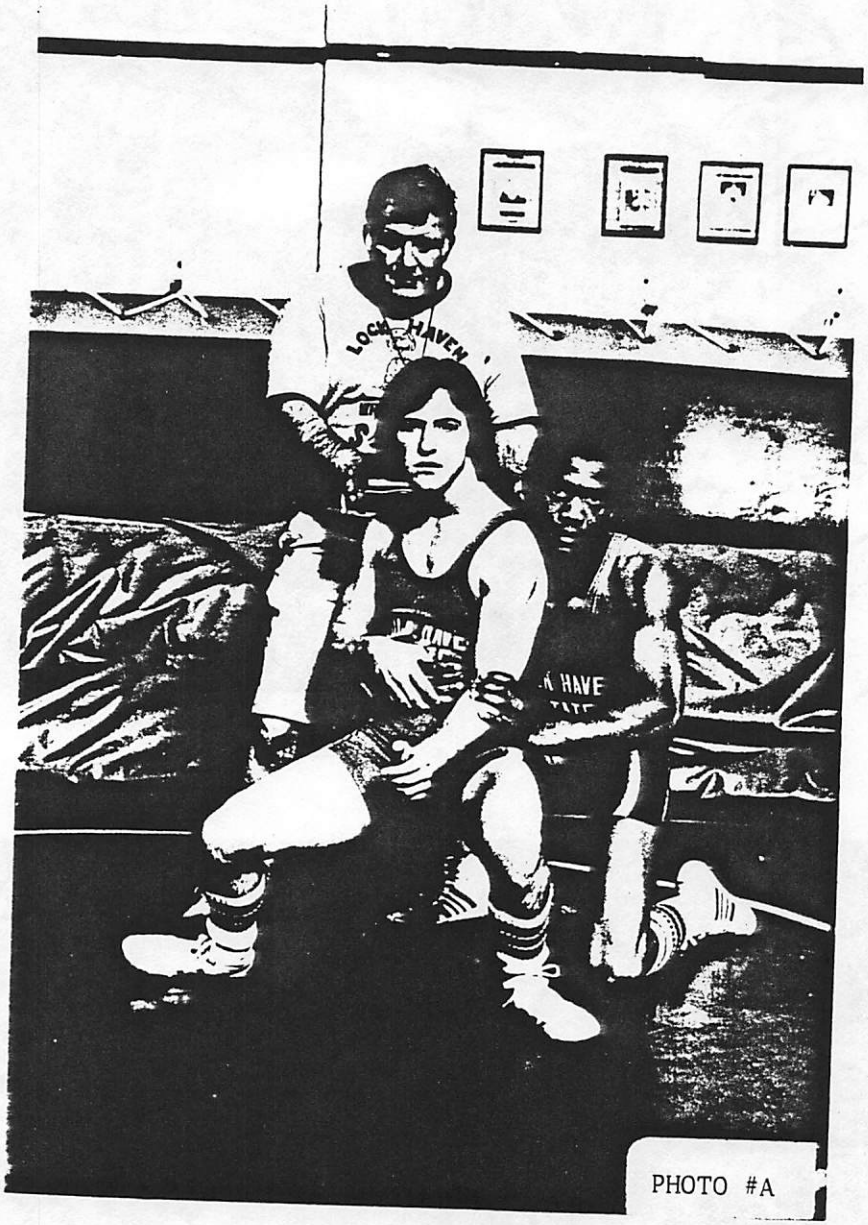
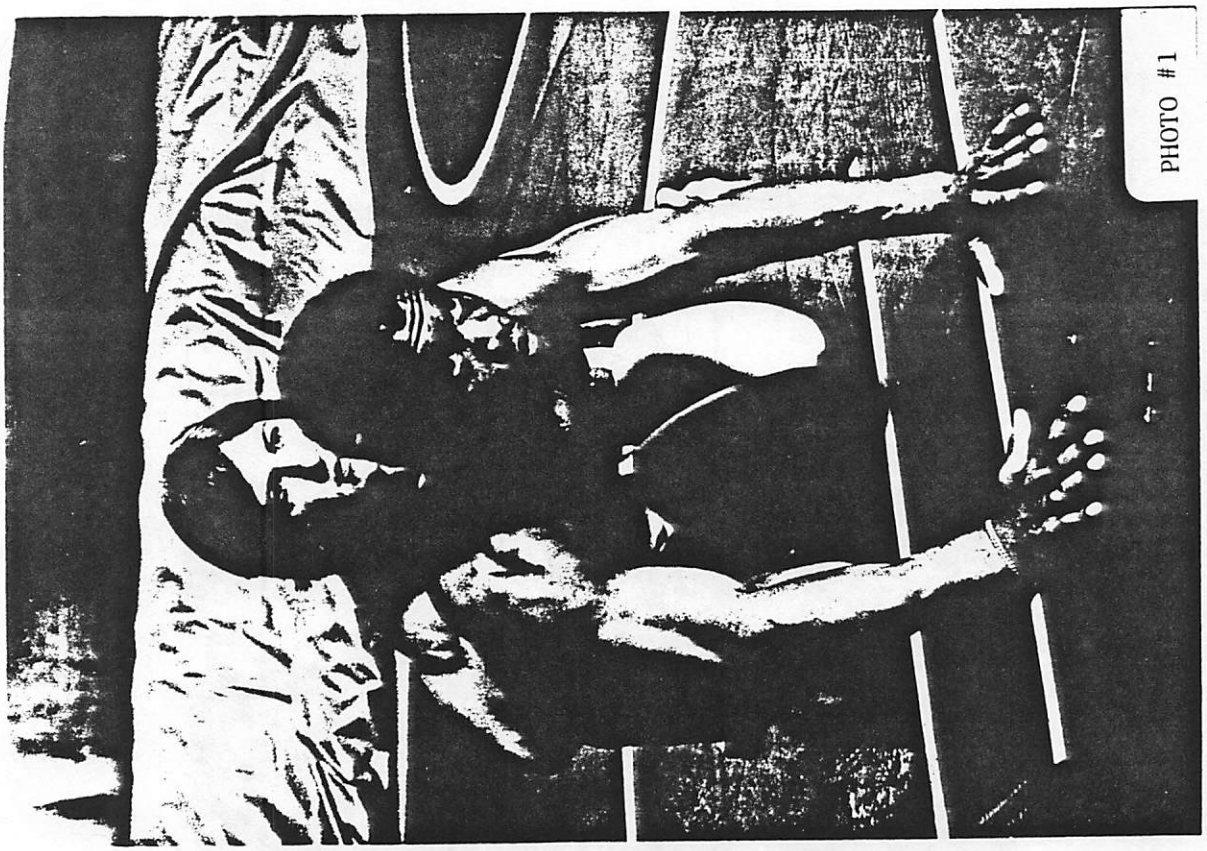


PHOTO #A

Photo: Dr. Kenneth M. Cox, Professor of Health and Physical Education and head wrestling coach of the nationally ranked Lock Haven State "Bald Eagles".....attempting Granby Roll is Gary Uram, member (1st alternate) of the 1976 U. S. Olympic Greco-Roman Wrestling Team at 105.5 lbs. Gary was also the National (USWF) Freestyle Champion.....Michael, "All-American" who placed 5th at 142 pounds in the 1978 N.C.A.A. Division I Championships at the University of Maryland.



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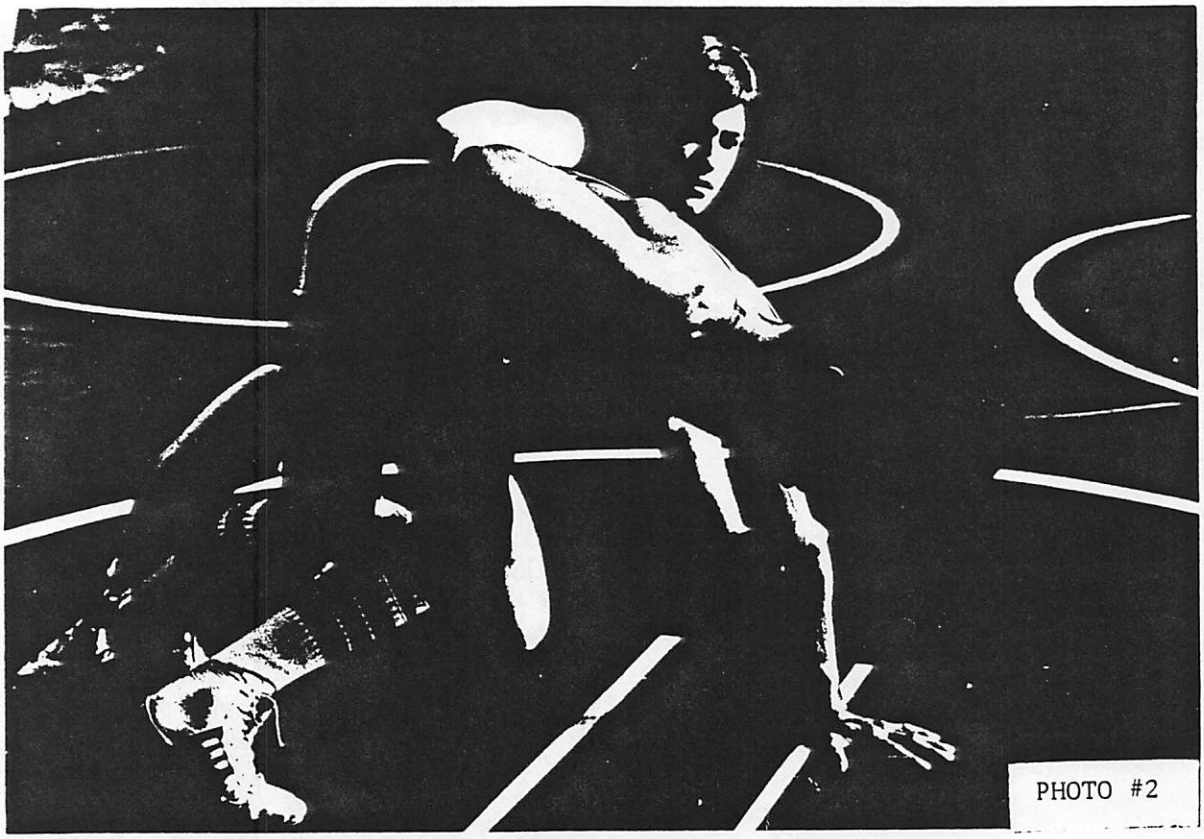

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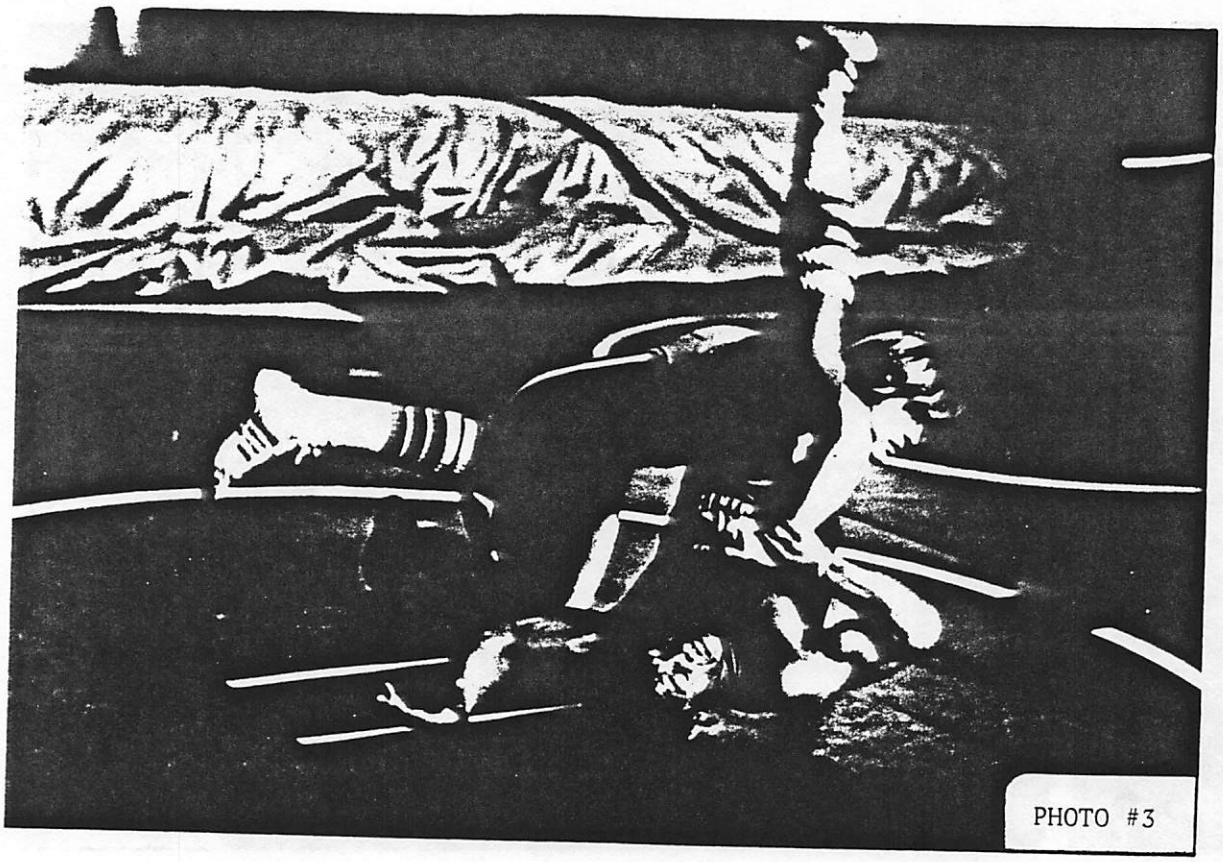

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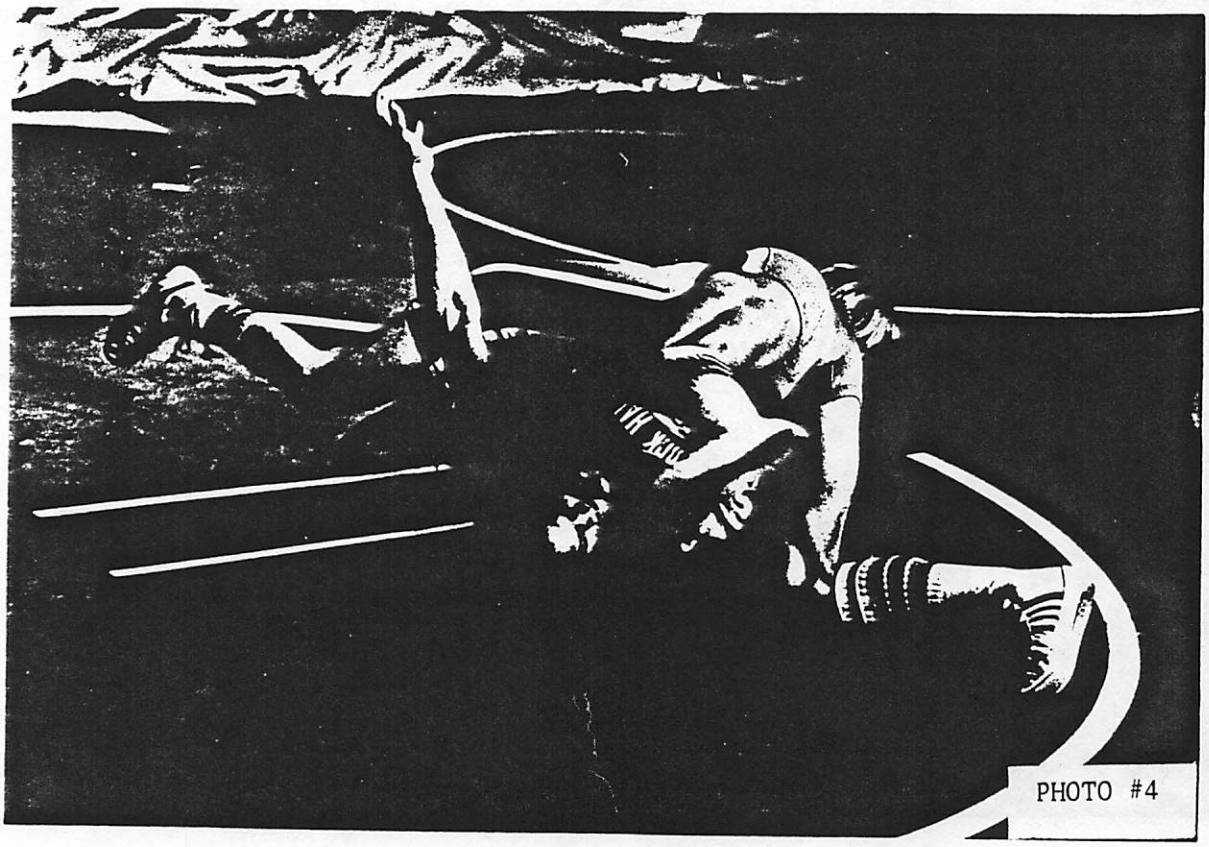

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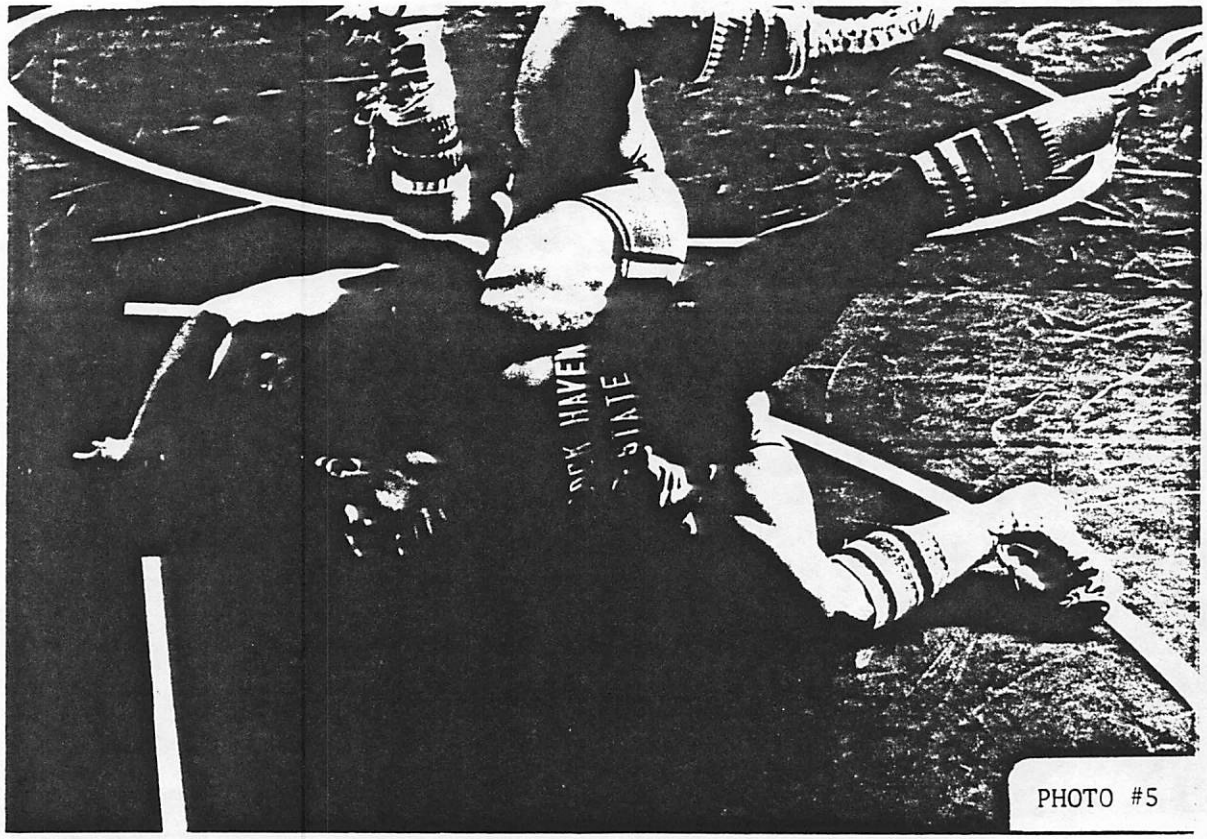

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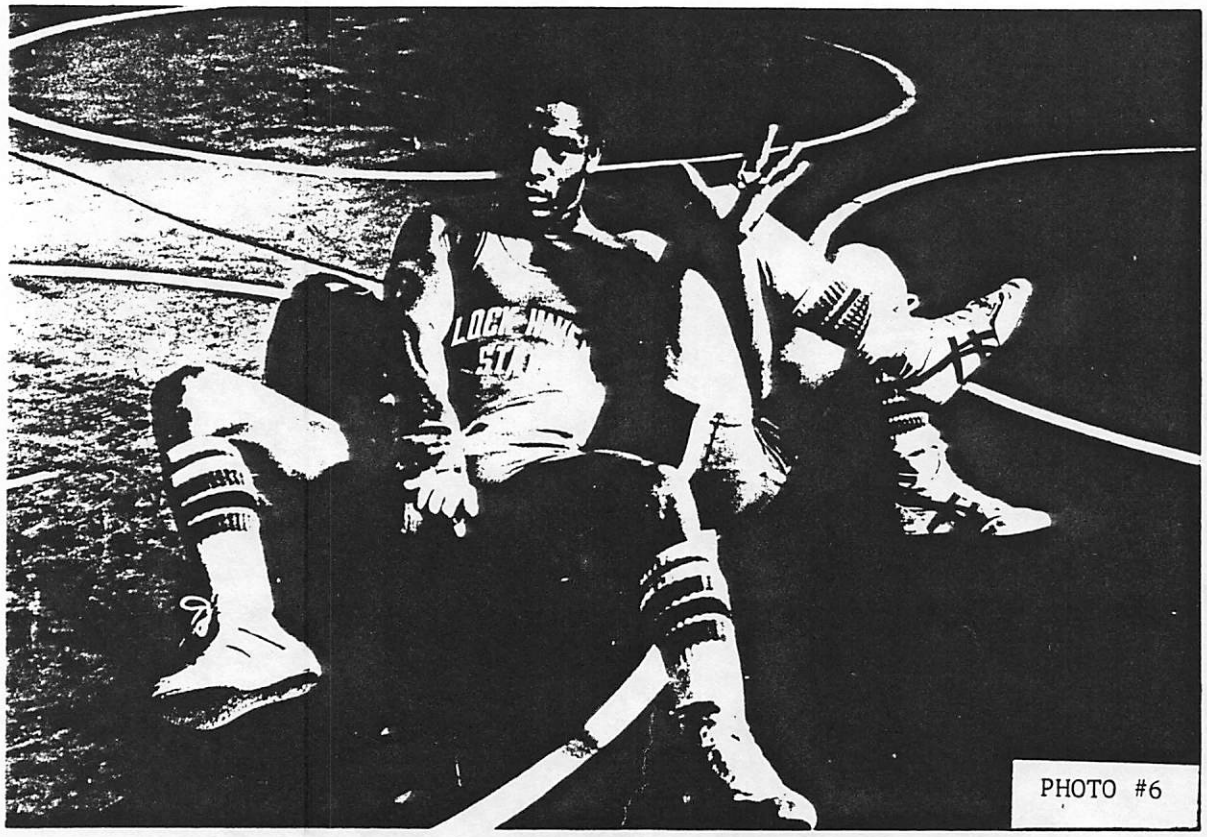

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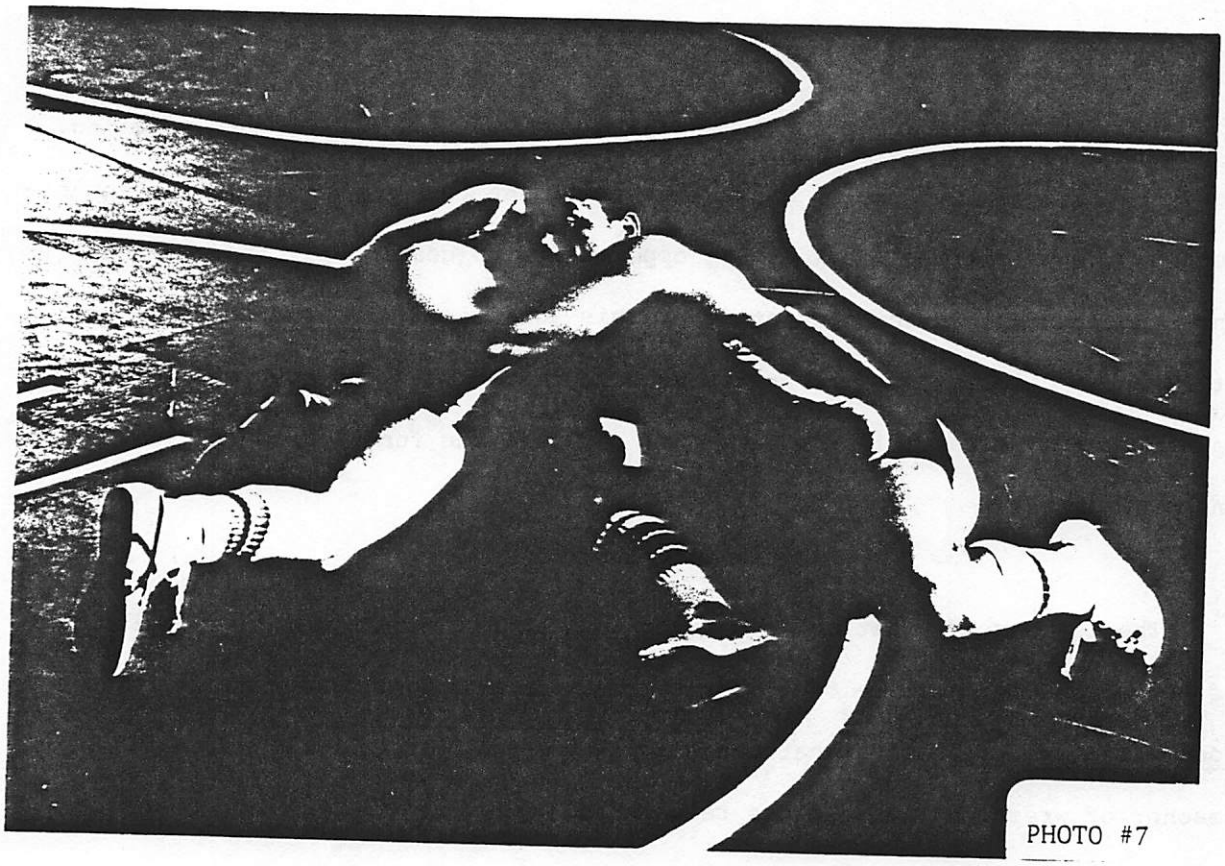

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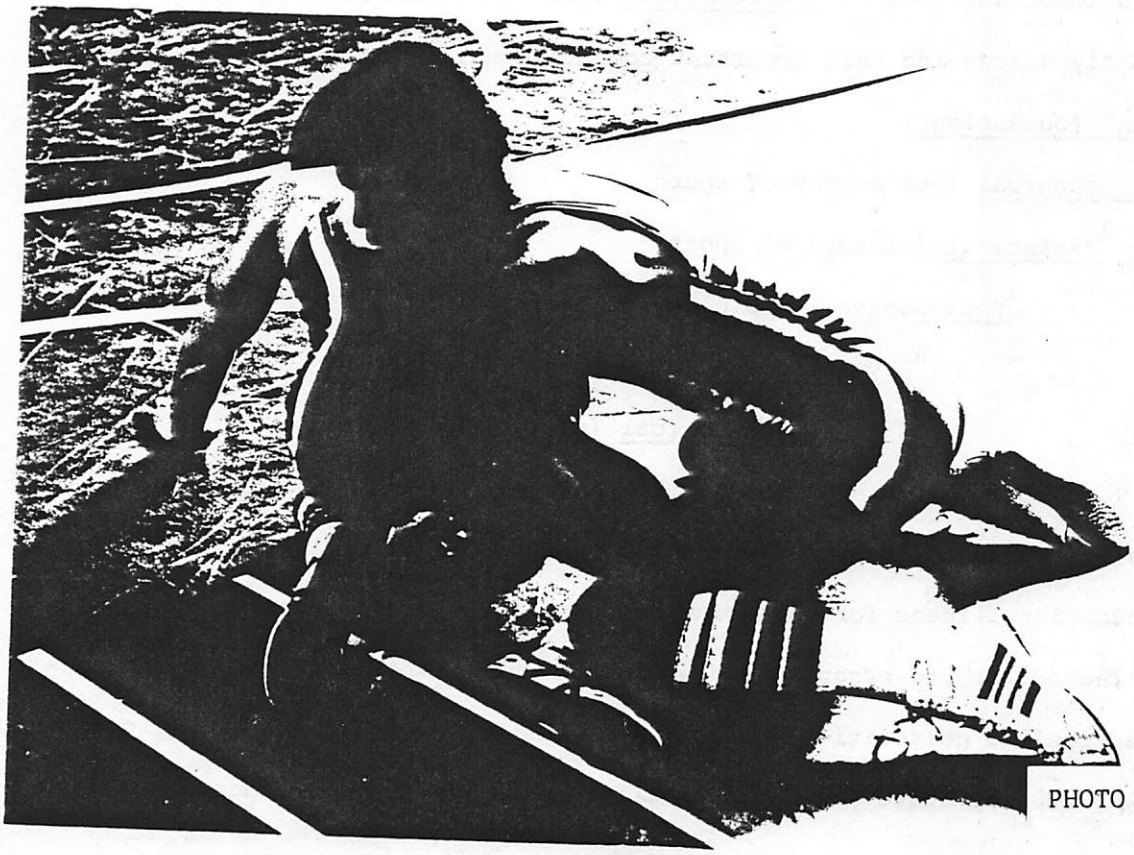

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VII. COACHES' CLINIC

The teaching of technique is the primary task of a teacher of wrestling. However, this is only one of many other important responsibilities. To enhance success the teacher must take every opportunity to continually increase his knowledge through an in-depth study of this academic discipline. Attendance at coaches' clinics, pre and post season tournaments, extensive reading and maintaining a personal library are just a few of the functions which will enhance success.

The teacher of wrestling can never forget that his primary responsibility is the health and welfare of his protege's. In fact the teacher is serving in loco parentis. Realizing that teaching is the noblest of all professions, the teacher of wrestling has endless responsibility.

It is important that the professional teacher of wrestling be capable of intelligently discussing this important combative utilizing the following five educational foundations:

[1]Philosophical (philosophy of sport)

[2]Historical (history of sport)

[3]Sociological (sociology of sport)

[4]Physiological (physiology of sport)

[5]Psychological (psychology of sport)

Finally, included in this section for the purpose of giving the aspiring teacher additional ideas for enhancing success, are several specific discussion topics. The ability to organize and administer this important unit of instruction (practice and competition) cannot be emphasized enough. The highly organized teacher who is innovative will enhance his chances of obtaining success.

COACHES' CLINIC

Discussing Today's Means and Methods

Question: During mid-season, what is the percentage of practice time devoted to the various breakdowns, escapes, reversals, etc?

DR. KENNETH M. COX, Lock Haven State College

By mid-season, all practice sessions are limited to 90 minutes. Approximately 50 per cent of the time is devoted to perfecting takedowns and 20 per cent to perfecting the stand-up escape series. Both the inside and outside stand-up are used. The remaining 30 per cent of the time is used to improve physical condition, with the major portion of this phase being devoted to situation wrestling and drilling. Perfection is emphasized. Body contact or actual scrimmaging is limited to elimination matches. Since our basic philosophy is a takedown, stand-up team, little or no time is spent on breakdowns, reversals or pinning combinations after the first quarter of the season. The one exception is the Granby roll, a move every wrestler on our team must perfect. The Granby roll was introduced a number of years ago by two former Lock Haven national champions who were graduates of Granby, Virginia, High School.

TOM EVANS, University of Oklahoma

During mid-season, the team is practicing the different phases of wrestling, percentage-wise, the same as they did at the beginning or end of the year. For the most part, wrestling is divided into six phases. They are: the takedown, escape, reverse, breakdown, rides, and pin holds. Percentage-wise, I would say that we spend 45 per cent of our practice time on takedowns, 25 per cent on escapes, 10 per cent on pin holds and reverses, and 5 per cent on breakdowns and rides. The main reason so much time is spent on takedowns and escapes is that this is where the majority of the matches are won. If the rules were changed to free style, then the percentages would change to takedowns approximately 70 per cent of the practice time and pin holds 25 per cent.

VAUGHAN HITCHCOCK, California State Poly

Takedown and counter takedown wrestling is emphasized throughout the season. We feel takedown wrestling is the phase that requires the most practice time to perfect. During mid-season, roughly 70 per cent of our practice time is devoted to takedown and counter wrestling. A great deal of this wrestling is done in drill form. The second area of emphasis is escape and reversal wrestling. Being able to escape or reverse from one's opponent is vital if takedown wrestling is the major emphasis of a team's wrestling style. Approximately 15 per cent of our practice time is devoted to the techniques of escapes and reversals. Of the 15 per cent of practice time that remains, 10 per cent will be devoted to rides and breakdowns, including leg wrestling. Five per cent of our practice time involves pinning situations and combinations. Actually, it is felt that more pins are derived from the takedown than from the advantage position.

ARNOLD W. UMBACH, Auburn University

The percentage of time spent in our practice sessions on each area of wrestling during the mid-season will depend on several factors, the personnel, opponents, talent of each wrestler, and how well we are doing in each area of wrestling at that time. From past records on practice sessions, we have spent this percentage of time: takedowns 45 per cent, escapes and reverses 28 per cent, breakdowns and rides 17 per cent, and pinning combinations about 10 per cent. Considerably more time is spent on takedowns because we believe this is the offense of wrestling. It is also the most difficult to teach. Usually the wrestler who gets the first takedown wins in 70 per cent of the matches. It will be noticed that the next highest percentage of time is spent on escapes and reverses. The wrestler must get out from underneath if he wants to go on offense again. This is the way to win.

coaches' clinic

Question: What do you consider to be the best method of teaching chain wrestling?

TOMMY CHESBRO, Oklahoma State University

First, we teach each individual maneuver. Once the first moves are mastered, then they can be used to set up other moves. For example, they can be used from a drag to a double leg or a switch to a side roll. Then we can drill by setting up situations so they can change to the next move. Usually, it would be the result of a counter to the initial move. Teaching should be done with a minimum number of changes. Too often, we change to the next move when the initial move would have been sufficient or there was no need to change. The more advanced the wrestler, the more likely will be the necessity for consecutive moves, but these usually should be limited to no more than three. Emphasis should be on motion and changing levels rather than hanging on and grinding.

KEN COX, Lock Haven State College

Chain wrestling refers to moving continuously, with limited interruption, from one move to another. To accomplish this very difficult phase of wrestling, we teach *shooting* one move, and if the wrestler cannot complete it, he moves immediately to another and so on until he finally scores. We utilize the whole method of teaching in preference to the part method or whole-part method. Every move is taught in a series. In other words, the double leg tackle, along with its many variations are all taught as one series. After a wrestler has been taught the double tackle series, then we begin what we believe to be the most important phase of wrestling, which is the drilling phase. Drilling is undoubtedly the single best method of getting wrestlers to perfect chain wrestling. After the drilling phase, our teaching is evaluated by having the wrestlers participate in live scrimmaging situations. Two wrestlers are used as models to demonstrate both the maneuvers and our concept of chain wrestling. We insist that our wrestlers' attack be 95 per cent offensive and only 5 per cent defensive. This forces the wrestler to chain wrestle.

GARY KURDELMEIER, University of Iowa

Chain wrestling involves a realization that there are pauses of motion and pauses in maximum efforts in moving from one hold to another. Pauses are not desirable and if wrestling offense is to be continuous they must be eliminated. To best teach chain wrestling, the coach must make the wrestler aware of tendencies to pause. Usually a wrestler pauses or lets up because he feels he is going to complete the move or feels he must *muscle up* to make the second move. A tendency to let up and improper position in moving from hold to hold lead to a breakdown of the chain wrestling concept. Working at a slow pace until continuous motion is achieved (one hold to another without pause) is a good idea. When continuous motion is possible, speed should be added. Practicing in such a manner with a repetition of five or six moves should give the desired results.

COACHING TIPS

Practice and training suggestions for your young wrestlers.

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

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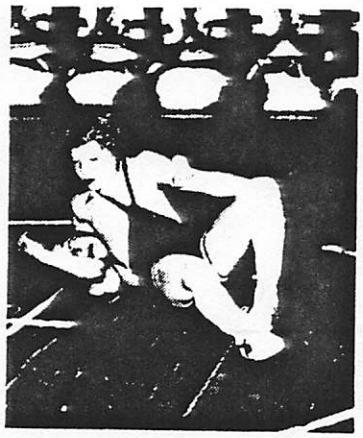
Send initial ideas, rough or finished articles to Wrestling U.S.A.

The key to your training in the summer is, "FUN."

SELECTION, ORGANIZATION AND PLANNING OF THEORETICAL WORK AND TRAINING FOR CHILDREN AND ADOLESCENTS

By Raiko Petron – National Bulgarian Freestyle Coach
Author of: 17 books, 87 scientific works, 300 wrestling articles

Nowadays we are faced with a trend to constantly decrease the lower age limit for young wrestlers. This means that they have less time to prepare themselves for that sport, which also affects the system of training and selection of children and adolescents.



Early sports preparations and recruiting of young sportsmen from among young children constitute an integral part of both the theoretical and practical approach to all modern sports. Coaches of swimming, artistic skating, track and field, etc. select their trainees not only from among elementary school pupils, but also from among children in kindergardens. Yet, this approach is not always justified from the scientific point of view. Very often the aim of the so called scientific theories is to justify the lowering of the lower age limit in order to attract children to go in earlier for the sports that have, so far, been "the tabu sports" for their age groups. The aim of such theories is not only to promote certain sports, but also justify an early selection of those children and adolescents who will be able to achieve outstanding results.

It is still a controversial issue when young wrestlers should start their sports preparation. In some countries it is the age of 8 or 9, in some others 11 or 12. The number of those supporting the view that preparation for wrestling should start at

(Continued Page 11)

the age of 14 or 15 is constantly decreasing. In Bulgaria the most suitable age is considered 10 or 11, whereas special preparation in wresting beginning at the age of 13 or 14.

Preparatory groups for children should have 25 trainees. It is preferable that they all attend the same school, or at least live in the same neighborhood and attend school at the same hours of the day. This is very important for regular attendance of trainings.

The second stage of true selection begins after the preparatory training course for children. It is based on the standards established for general physical preparation, on the examination of the sports doctor and personal impressions of the specialist in charge of selection during the trainings and competitions.

Regardless of all the advantages of such a system of selection sports pedagogues should, at any moment, admit in their respective groups any child or adolescent endowed with basic qualities promising a good sports development.

In Bulgaria preparation of children and adolescents is organized according to "The Overall Programme of Theoretical Work and Training in Wrestling", which has been approved by the Bulgarian Wrestling Federation.

The Programme provides for the establishment of the following age groups:

Preparatory groups for children 10 to 12 years old. —Training takes place three times a week and lasts 90 minutes each. These are, in fact, lessons which consist of various exercises for general physical development and games. Their aim is to develop the basic physical qualities and build numerous motor habits. The trainees attending these groups take part in 2 to 3 competitions annually, at the most.

Groups for children 13 and 14 years old. —Trainings take place three to four times a week and last 90 minutes each. This is the stage when a special sports preparation begins. The trainees attend a course in basic technique of wrestling. They also get acquainted with the rules of competition and general theoretical premises of wrestling. The trainees attending these groups take part in 5 or 6 competitions annually at the most, with the maximal number of matches ranging between 12 and 16.

Group for adolescents (I) for boys 15 and 16 years old.—Trainings take place three to four times a week and last 90 to 120 minutes each. The aim of individual

(Continued Page 12)

work at this stage is to develop physical qualities in the trainees and help them acquire the technique and tactics of wrestling. Also, the trainees study more thoroughly the theory of this sport. The trainees attending these groups take part in 8 to 10 competitions annually, at the most, with about 20 matches.

Groups for adolescents (II) for boys 17 and 18 years old.—The nature, volume and intensity of work devoted to preparation on this level is similar to the amount of exercises prescribed to the groups for juniors and seniors. The trainees have five to six trainings a week, each of them lasting 90 minutes, or more. The method of work is almost completely individual. The trainees attending these groups take part in 12 to 15 competitions annually with about 30 matches at the most.

PLANNING OF SPORT PREPARATION

Under contemporary circumstances of sports preparation high achievements in wrestling are inconceivable without a detailed and well planned preparation of wrestlers. Also, such plans should be established for one or several years.

Planning several years in advance.—Such long term plans are made for adolescents. They establish the basic premises for future development of the wrestlers, prescribe the volume of technical, tactical and theoretical material to be taught, indicate all the aspects of physical preparation to be developed and anticipate individual results of the wrestlers involved.

In establishing the so called prospective plans for adolescents the following should be taken into account:

1. The aims and tasks of the sports preparation should be strictly defined so as to avoid all exaggeration.
2. Control tests should be in conformity with individual qualities of the wrestlers involved.
3. The prospective plans should be established for the period of 1 to 4 years in order provide for the sports preparation after the age of 18.
4. The relative duration of the preparatory period should be longer and the amount of work necessary for general physical preparation and improvement of technical and tactical knowledge greater than for senior wrestlers.
5. The prospective plan should also deal with the education and future profession of each individual wrestler.

In order to better develop the potential possibilities of each individual wrestler

(Continued Page 14)

the plan should also contain all his main personal data (age, anthropometric data, physiological data, data on the nervous system, technical range, tactical abilities, theoretical knowledge, personal views, volitive qualities, etc.).

Every prospective plan should be set up in such a way so as to provide a basis for the sports preparation over a period of several years and thus enable the sportsmen to develop and improve their old and acquire new habits and qualities.

Every proficient wrestler should have his own prospective plan of individual development. These are long term plans which cover a period of several years and in a detailed and precise manner set tasks which should be achieved.

Annual plans.—These plans are usually a part of the prospective plan and provide for concrete and specific tasks to be accomplished over a period of one year.

Usually, the annual sports preparation of children and adolescents consists of three consecutive cycles: preparatory, competitive and transitional. Annual planning of two consecutive cycles is

recommended only for proficient wrestlers from group II for adolescents.

OPERATIONAL PLANNING

Operational plans in fact consist of working plans for one training cycle or competition. The following is the most usual pattern:

Date, day and number of trainings
Basic aim of the training.
Content of theoretical and practical work. Effort required.
Methodological remarks

In groups for children and adolescents a weekly cycle of training should be implemented. The beginners and children have 3 trainings a week, adolescents, group I, 4 to 5, adolescents group II 5, more proficient wrestlers 6 to 7. Younger wrestlers can also have 6 to 7 trainings a week before important competitions.

Before a wrestling tournament the number of trainings also increases. In such cases a bi-weekly cycle of training is sometimes implemented. On the very day of competition only semi-close assaults

(Continued Page 15)

should be practiced in the amount equal to one or two matches. Thus the style of the preparation becomes similar to the nature of the competition itself.

When working out a plan for the preparation of a competition the following elements should be taken into consideration:

1. When preparing a bilateral competition the contest trainings should take place every second day. The rhythm of one special preparation training should coincide with that of the competition itself.
2. The closer the day of the competition the shorter the duration of the training contest so that at the end it coincides with the time set by the rules.
3. The training match should be organized at the same hour of the day when the competition itself takes place.
4. If the competition takes place in the afternoon the wrestlers should rest in the morning so as to have both strength and desire to wrestle with maximal intensity.
5. When there is no training in the morning, the morning gymnastics represents a mini-training and can last up to 35 minutes.
6. During the preparation of a tournament the most loaded week should be the one a fortnight before the competition.
7. Ten to twelve days before the competition the load should be dosed in such a way so as to help the wrestlers maintain their form.
8. The programme of training matches should coincide with the programme of the competition.
9. The aim of trainings during the period of competitions is to help maintain the acquired form and beneficially affect the central nervous system.
10. On the same day trainings for general physical preparation should be preceded by trainings for special preparation. The reversed order is not recommended.
11. Complete rest before the competition is not necessary. A light warming up should take place on the day before the competition.
12. The closer the day of the competition, the smaller the amount of exercises for general physical preparation, the shorter the duration of the match and the greater its intensity.

COACHING TIPS

A conditioning drill especially beneficial in acclimating wrestlers to the mat environment.

MAT DRILL

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

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By Ken Cox

Introduction

One of the many positive aspects of wrestling is that the sport can serve as a common denominator between youngsters regardless of nationality or cultural heritage. This belief was further reinforced this past summer while studying comparative education in the USSR with the Citizen's Exchange Council. Equipped with only a minimal knowledge of the Russian language I had the opportunity to teach my favorite conditioning drill to youngsters at the Central Army Sports Facility in Moscow. I learned this conditioning drill nearly 35 years ago from my high school coach Jim Harkins at Liberty High School in Bethlehem, Pennsylvania. I was not surprised to discover that youngsters at the Sports Facility were equally enthusiastic in performing this drill as were youngsters at clinics in Blackwell, Oklahoma; Williamsport, Pennsylvania; or for that matter, physical education majors in the wrestling activity and coaching classes at Lock Haven University. This drill is especially beneficial in acclimating novice wrestlers to the mat environment. It is also an excellent drill for junior and senior high school physical education teachers who are confined to a shorter time frame of instruction.

Realizing that youngsters inherently enjoy constant physical movement, "Mat Drill" affords both the wrestling coach or physical education teacher to conclude practice or class session on a positive note by increasing both the conditioning and espirit de coops factors.

Traditionally, when teaching the younger or less experienced wrestlers I recommend that coaches start the practice session with a warm-up exercise first by stretching followed by an assortment of running patterns (ex., bear walk, crab walk, forward rolls, backward rolls, etc.) before they begin drilling on the techniques they had previously learned. The other phases of wrestling (ex. instruction, practice matches, etc.) should usually follow the techniques phase. I then utilize the "Mat Drill" as the final phase to each practice or class session. This drill can be tailored to last between six and twelve continuous minutes. The following is just one example of an unlimited number of variations that an innovative coach can utilize.

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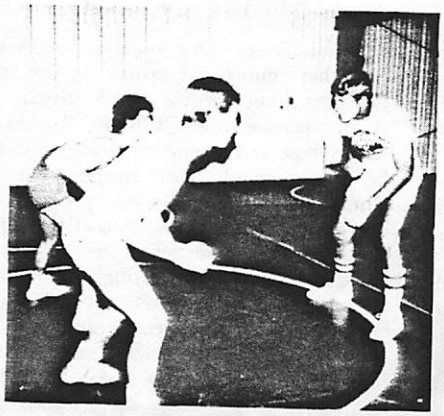

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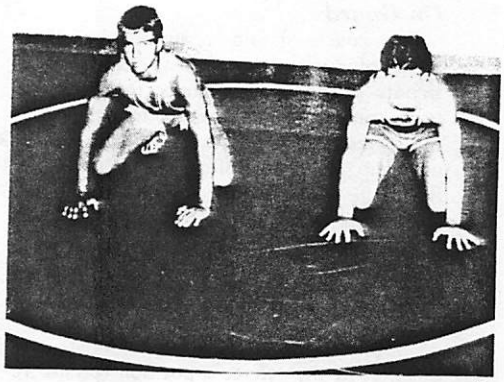

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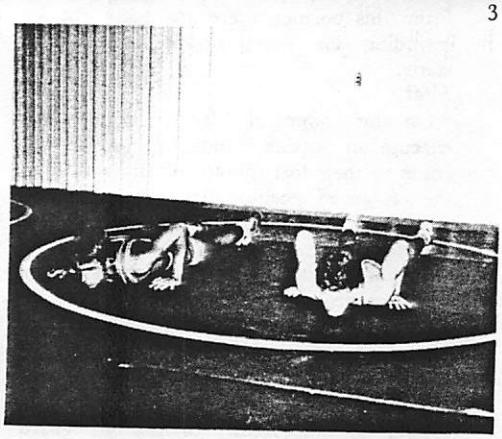

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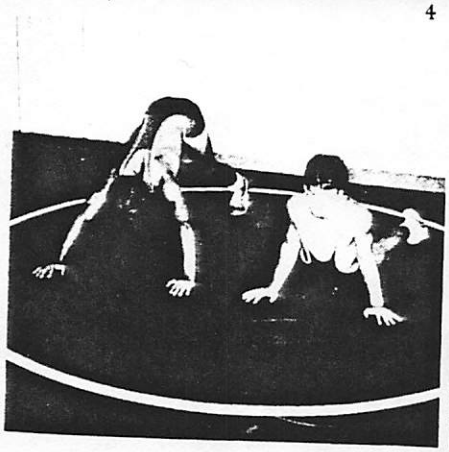

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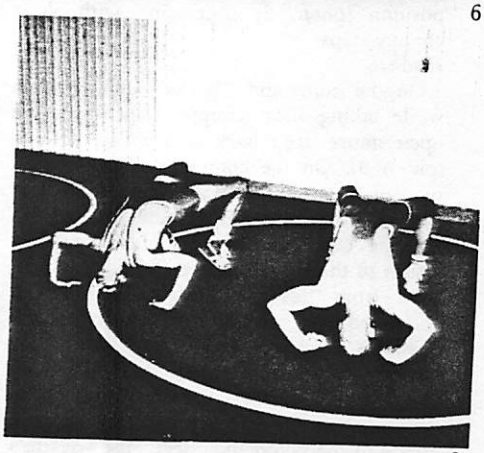

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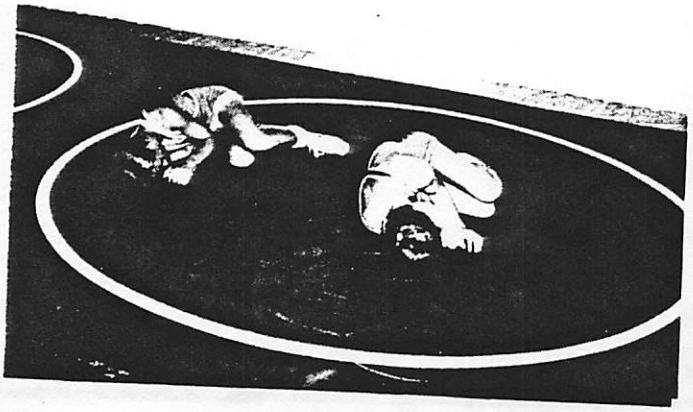

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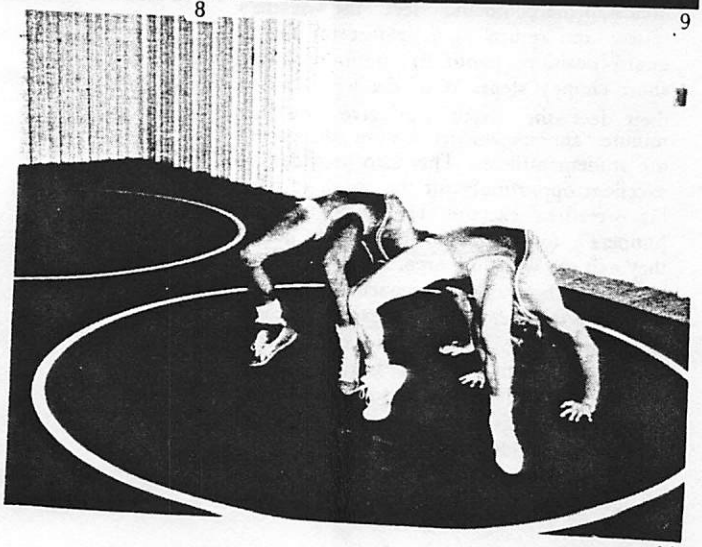

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Mat Drill continued

B. Mat Drill

On Guard

The coach should position himself in front of his team utilizing either hand signals or voice commands to direct his team (photo 1). On the command "feet" the wrestlers take short choppy steps utilizing the correct offensive body posture from the open stance (photo 2). Using either hand signals or voice commands the coach can move the wrestlers forward, backward or laterally from this open stance.

Mat

On the command "mat" the wrestlers drop to all fours assuming the defensive position in the referee's position (photo 3). From this position there are many options including the short sit-out and whistle starts.

Feet

On the command "feet" the wrestlers execute an outside standup (photo 4) and come to their feet (photo 5), and return to the on guard position (step 2) continuing with short choppy steps.

Stomachs

On the command "stomachs" the wrestlers drop to their stomachs (photo 6). From this position the coach can command his wrestlers to execute hip "swing thru's" (photo 7), and then on the command "feet" the wrestlers execute an inside standup (photo 8) and return to the on guard position (photo 2) continuing with short choppy steps.

Backs

On the command "backs" the wrestlers while taking short choppy steps from the open stance drop back into a back bridge (photo 9). On the command "tuck right" or "tuck left" the wrestlers assume the "tuck" position on their side (photo 10). On the command "bridge" the wrestlers return to the back bridge position (photo 9). Also from this position the coach can command his wrestlers to execute back push-ups which are important for developing flexibility (photo 11). The front and back bridge is also vital to strengthening the major muscles in the neck area. On the command "feet" the wrestlers scissor and return to their feet to the on guard position (photo 2) continuing with short choppy steps. With the wrestlers on their feet the coach can give any last minute announcements before dismissing the student athletes. This also provides an excellent opportunity for the coach to have his wrestlers execute 15 or 20 "squat jumpers" to strengthen their legs before they exit the wrestling area.

Because the innovative coach can use an unlimited number of variations to this drill, this flexibility keeps the drill from becoming repetitious and boring to the wrestlers. However, it's important that the coach keep his wrestlers in perpetual motion throughout the entire drill.

About the author: Dr. Ken Cox is a professor in the Department of Health Science, College of Health, Physical Education, Recreation and Athletics at Lock Haven University of Pennsylvania. Dr. Cox has a lifetime wrestling coaching record of 225-94-7 and is a nationally recognized Soviet scholar in comparative physical education and sport.

The demonstrators (l-r)...

Dary Smith is a sophomore at Blackwell, Oklahoma, High School and completed the 1984 dual meet season undefeated.

Tra Medford is a junior at Blackwell, Oklahoma, High School and placed second at 108 in the 1984 class AA state championship.

It's In The Bag continued

adjacent classes. One wrestler works while the other counts and assists. At the end of the time limit for the whole circuit, they should reverse roles. I find "Bag Work" works best at the end of practice and can be incorporated with sprints and rope climbing. If administered properly, the overload principle comes into effect quickly. Each working wrestler starts at the first exercise and proceeds through the entire 13 in sequence. It is important that all 13 exercises are completed within the time frame. Everyone starts at the same time and has only 6 minutes (or a variation) to finish

COACHING TIPS

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You must reduce your liability risks

"Reducing Unnecessary Liability Risks For Interscholastic Wrestling Coaches"

By Kenneth M. Cox, Ed.D. and Lawrence G. Cox, RPT

It is not the intent of the authors to frighten wrestling coaches, but, hopefully, to raise their level of consciousness. Coaches must face the fact that they live in a litigious society, and as public servants are increasingly becoming targets of litigation. The delaying tactics of some lawyers and some outrageously high compensation awards are seen as contributing factors to the nationwide liability insurance crisis.

The first part of this article is concerned with some of the elements of the legal liability dilemma. The second part recommends immediate assessment tools that wrestling coaches can utilize as precautions to help eliminate unnecessary legal liability problems.

B. LEGAL LIABILITY DILEMMA

Court decisions, in recent years, have emphasized that the athletic coach must exercise "reasonable caution", and "average amount of foresight", and provide "adequate supervision." A coach can be charged with negligence if harm befalls an athlete under his supervision as the result of an action which could have been foreseen by a "prudent" person, using ordinary care. It is important that the coach realize that he is serving "in loco parentis," (serving in place of the parent in relation to the child) during practice and competition. The courts have, in various cases, stressed prudence, intent, reasonableness; and caution in situations in which danger was inherent. It should be emphasized that the certified coach must practice "prudence" because recent court decisions have established more stringent standards on the "professional" coach than on the "volunteer" coach. Unpaid coaches and other youth sports volunteers, will have immunity from certain lawsuits under legislation approved by the Pennsylvania General Assembly and signed into law by the Governor in May, 1986. Both Delaware and New Jersey instituted similar state statutes at approximately the same time (USA Today, 1986). Many other states including New York are following suit. Volunteer agencies such as Little League Baseball, Inc., are currently lobbying for some protective federal legislation and that task has been taken up by U.S. Representative George

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W. Gekas of Pennsylvania. This protection of the volunteer coach from civil suits follows many of the same concepts as the "Good Samaritan" statutes. The volunteer (nonpaid) coach is considered to be involved in a "governmental function" (nonprofit enterprise). However, the professional coach who receives extra financial compensation or released time from instructional responsibilities is considered to be involved in a "proprietary function" (for profit).

The professional coach must also be cognizant of the fact that his "legal duty" does not only include those duties imposed by law, but also the duty that is owed to society to prevent injury to others. Hence, a duty that coaches owe to society in general consists of coaching student athletes without causing any physiological or psychological injury.

A coach (defendant) who is charged with a tort (legal wrong) which resulted in direct or indirect injury to another person or property by either an act of omission or commission has five basic defenses against negligence. They are: (1) proximate cause; (2) act of God; (3) assumption of risk; (4) contributory negligence; and (5 sudden emergency. Hopefully, the defendant can prove beyond any doubt that the occurence was, in fact, an "accident." The courts interpret an "accident" as "an unforeseen event occurring without the will or design of the person whose mere act causes it." In most recent litigation cases where the plaintiff might have proven negligence on the part of the defendant, either plea bargaining or nolo-contendre has been utilized as an escape mechanism. In either case, the professional employee has suffered considerable damage to his character and his reputation. All the plaintiff must prove are the four factors of negligence, which are: (1) lack of conformance to a standard which would avoid subjecting a person to reasonable risk or injury; (2) a breach of duty; (3) the breach of duty must be the cause of injury to the victim; and (4) that injury did occur.

The courts expect the prudent, professional employee to have both the aptitude and training to foresee danger (foreseeability of danger). In other words, if a danger is obvious and a reasonably prudent person could have foreseen and avoided the resulting harm by care and caution, the person who did not is liable for a "tort" on account of "negligence."

In many instances individuals employed by a school district are considered agents for the district and therefore entitled to any immunity granted a public agency. However, this interpretation of common law has come under question. Some state legislatures have enacted laws making the school districts legally responsible (save harmless laws) for financial losses while others have placed the burden on the individual. Coaches should be aware of their particular situations and in the absence of state support should initiate their own liability insurance program (Gallon, 1976). Without save harmless laws, negligence, proved or not, rendered against a school district must be met out of personal funds.

Many teachers with good intentions volunteer their services for coaching. This is especially true in small school districts where there is difficulty in obtaining qualified individuals in every field. Coaches frequently assume the responsibility for a particular sport although they have had no formal training in that activity. The case of a high school student who received a paralytic injury at wrestling practice serves as a good example. The student was instructed by a volunteer coach who had been a participant in wrestling but was untrained in coaching. The jury held that among the violations was the lack of preparation by the coach and his admission that he had not taught the correct defensive maneuver against the hold which had been administered. The plaintiff was granted $385,000 (Gallon, 1976). To help eliminate

this type of problem, coaches are encouraged to participate in programs similar to the National Coaches Certification Program sponsored by USA Wrestling, Stillwater, Oklahoma.

With the skyrocketing cost of liability insurance, the authors recommend specific guidelines as minimal protection. These guidelines have been developed to assist the unsuspecting coach from being charged with a relatively new kind of tort which is rapidly evolving in education, "educational malpractice." as in medical malpractice, the term derives from negligence on the part of the practitioner.

C. IMMEDIATE ASSESSMENT TOOLS

As evidenced by recent court decisions, our society is becoming liability conscious. From Little Leaque to high school, coaches are being sued at an alarming rate for numerous reasons. Few, if any, coaches ever intend for their athletes to be hurt; malice is seldom found in education. However, most coaches never consider tort liability. It is paramount that coaches become more aware of their legal liability status. Such awareness will ultimately guarantee better care of their athletes. That awareness helps everyone; coaches, parents and especially the athlete.

The following is an all to frequent scenario which illustrates what might happen when coaches are not adequately prepared to institute immediate assesment tools.

...in a crucial dual meet, a wrestler cries out in pain as he seemingly injures his left ankle while being taken down. The referee immediately stops the match. The coach goes immediately to his injured wrestler. "What happened?" he asks. "I twisted my ankle, coach." "How badly?" "A lot, but I have to keep wrestling; the team needs me." "I know they do--but try moving your ankle--good, now see if you can walk." "Wow, it hurts coach." "Do you think you can continue?" "Yes, I'll just have to 'gut' it out; I can beat this guy."

....Meanwhile the referee goes to the scorer's table to monitor the two-minute injury clock (incidently injury time-out will be reduced to 1½ minutes for the 1986-87 season). The ultimate decision for the injured wrestler to continue rests solely on the coach's shoulder. With the coach's consent the injured wrestler continues the match, limping off the mat at its conclusion. The coach instructs his student manager to apply an ice pack to the injured wrestler's ankle for the duration of the dual meet. After the meet the injured wrestler informs the coach that his ankle seems O.K. The coach tells him he'll see him at practice next Monday...

....at midnight, the injured wrestler's parents (who **did not** attend the dual meet) take their son to the local hospital emergency room because he was complaining of excruciating pain. The E.R. physician informs the parents that, after his initial evaluation, he suspects their son might have a broken ankle. After examining the X-Rays, he informs the parents that their son has a fracture of his left fibula bone. The parents, who are now aware that their son injured his ankle midway through the second period of his match, ask the E.R. physician if by continuing the match, their son could have further aggravated the injury. The E.R. physician's reply was, "could have."

....The parents obviously upset with the coach's decision to allow their son to continue wrestling after the injury, called the coach and asked him why he let their son continue. The coach informs them that their son could walk and move his ankle and the **he wanted** to continue...

...Needless to say, the parents remained upset and proceded to call the Superintendent demanding an on-site trainer. The parents comtemplated bringing negligence charges against the coach, but luckily for the coach, were discouraged from doing so...

...The worst scenario did not happen. First,

the wrestler did not receive a disabling or permanent ankle injury. Secondly, the parents did not prefer charges against the school district or coach. The coach was fortunate.

Adherence to a systematic and orderly procedure of assessing athletic injuries will assist the coach in eliminating the chance of liability lawsuits. The following immediate assessment tools along with follow-up precautions are recommended as a minimal requirement for all coaches. By memorizing the abbreviations it will be easier for the coach to adequately assess the injury in the allocated time.

1. **HOP-TO-IT** (assessment)

a. **"H"** is for **history.** The coach should obtain as accurate a picture as possible from his wrestler as to the mechanism of the injury--was it severe or mild? Was his disability immediate or delayed? Did he feel something pop or tear? The history may give a vital clue to the nature of the pathologic condition.

b. **"O"** is for **observation.** The coach should note the general appearance of the injured area. Is there swelling, discoloration, or possible deformity? If severe swelling or abnormal alignment is observed continuation of the contest is immediately halted.

c. **"P"** is for **palpation.** The coach should determine the degree of tension--possible problem from hematomia, presence of local heat, or tenderness. It is important to remember that increased heat and tenderness can be vital symptoms in suggesting a fracture or tissue damage.

d. **"T"** is for **testing.** The coach should test for joint range of motion (ROM). He should check to see if there is full ROM at the joint and compare it to the unaffected extremity. Are the muscles around the joint strong? Compare. It is important to remember that a significant decrease of ROM is indicative of possible severe pathological condition.

e. **"O"** or **"IT".** If there are no significant symptoms as described in "HOP-T," the coach should have the wrestler walk, sprint, hop, etc. The purpose here is to again rule out pathologic condition. If the wrestler is unable to perform these motions, the match should be discontinued.

At the conclusion of the individual match the follow-up procedure "RICE" is immediately initiated.

2. **"RICE"** (follow-up procedure)

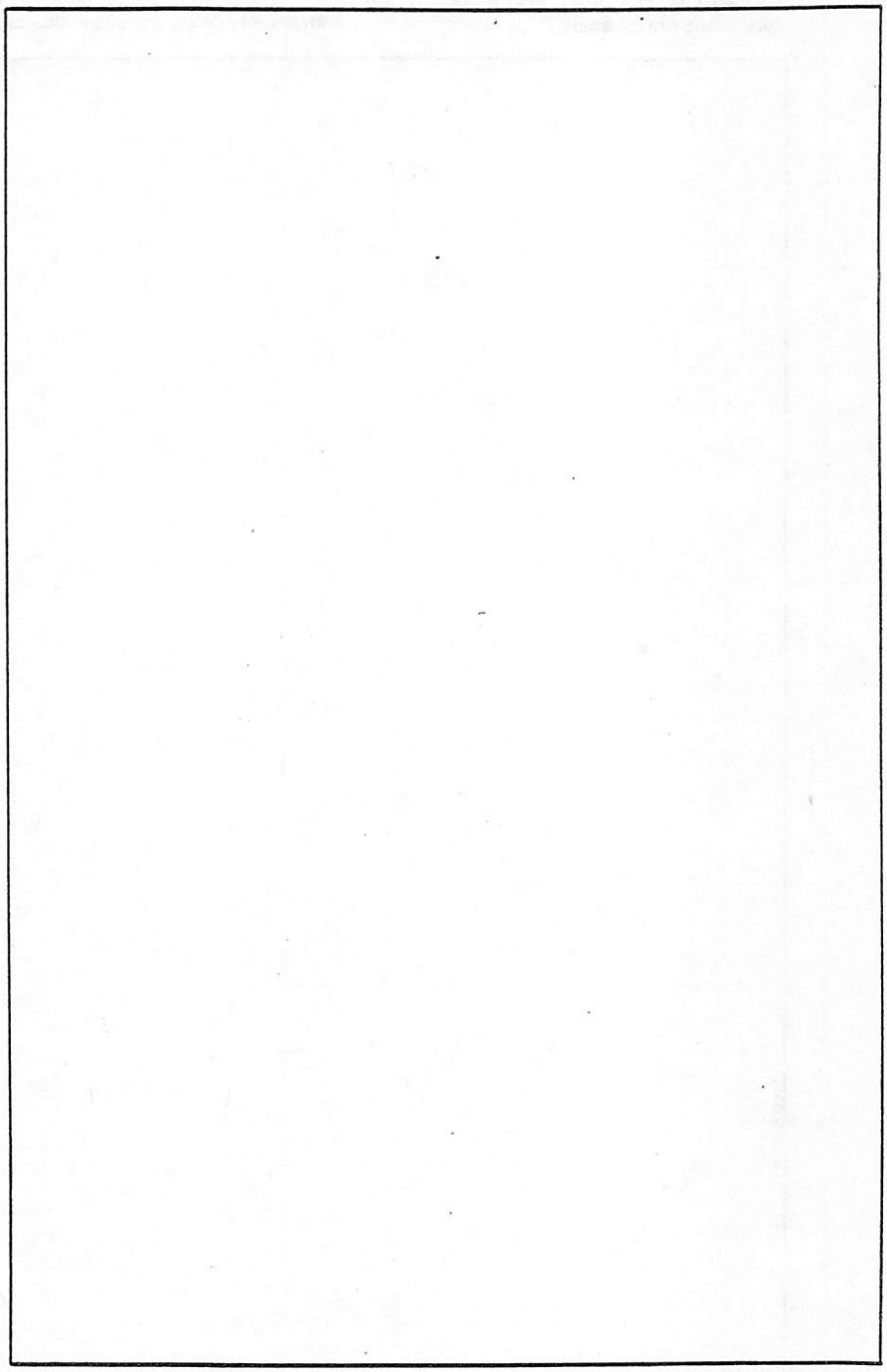
a. **"R"** is for **rest.** Rest is often the most neglected phase of injury rehabilitation. Wrestlers who are injured should immediately stop competing until a full assessment is made. Often "wrestling through pain" will only prolong the healing process.

b. **"I"** is for **ice.** This is the second step of injury rehabilitation. Applying ice to the injured area will constrict the blood and lymph vessels which helps alleviate pain and swelling.

c. **"C"** is for **compression.** The coach should utilize an elastic wrap for compressing the injured area which will help control and reduce swelling.

d. **"E"** is for **elevation.** By elevating the injured part it will help drain fluid from the swollen area.

Most athletic injuries require no treatment other than "RICE." However, if the injured area does not respond to "RICE" a physician should be contacted immediately. A report on all injuries should be included in the coach's personal team records (See Appendix A).



APPENDIX A
SAMPLE INJURY REPORT

WRESTLERS NAME, INJURED PART, DATE/TIME
Michael Lawrence Left Ankle 2/16/86, 9 pm

ASSESSMENT:
H - twisted left ankle
O - no observable swelling or bony abnormality
P - some tenderness on outside of ankle
ON IT - can walk, some pain on hopping

TREATMENT:
R - YES
I - Yes
C - Yes
E - Yes

FOLLOW-UP (FU):
Discussed with Mrs. Lawrence (mother) on 2/16/86 at 11 pm. Instructed on RICE and possible physician follow-up.

It is also advisable that the coach conduct a parental follow-up either by a phone call or preferably by a personal visitation to discuss the nature of the wrestler's injury and the concept of RICE.

The following example illustrates what a prudent coach should do in the event of an injury to one of his wrestlers. The following conversation demonstrates the proper utilization of the immediate assessment tools HOP-TO-IT and rehabilitation RICE.

..."Are you O.K.?" "Yes coach, I think so." "How did it happen?" "I twisted my left ankle on that last takedown attempt" (H)....The coach checks for swelling, discoloration or deformation (O). The coach procedes to palpate the ankle and discovers his wrestler to have minimal pain. The coach then tests for full ROM (T)....Finally, the coach accepts his original hypothesis that the wrestler is O.K. after he successfully walked and hopped on the injured ankle (O-IT)...

..."I don't think there is a major problem. After I tape your ankle to get additional support, you may continue if you want to"... "Thanks coach, I can win this match."

Analyzing this last scenario, it is obvious that the coach acted as a reasonably prudent person. The courts recognize that not all injuries are detectable at the time of the occurance. However, physicians and trainers estimate that in approximately 80 percent of the injuries, these immediate assessment tools will confirm the nature of the injury. In the remaining 20 percent, there is a chance that the nature or degree of the injury will not be recognized. When in doubt it pays to take a conservative posture. However, by the coach utilizing a systematic, orderly assessment procedure and parental follow-up, parents will undoubtly be appreciative of the coach's prudence and concern for the welfare of his wrestlers. The coach should always treat his athletes like they were his own children.

Legally, the coach, by utilizing the "HOP-TO-IT" and "RICE" procedures, helped eliminate the four factors of negligence:

(1) The coach did not subject his wrestler to unreasonable risk. He made a knowledgeable assessment.

(2) No breach of duty was shown. The coach demonstrated the necessary precautionary measures while serving in loco parentis.

(3) The breach of duty was not the cause of injury.

(4) The injury did not occur because of a breach of duty---the injury was spontaneous and immediate assessment and treatment tools were applied.

It is also advisable that the coach allow for sufficient time during the annual preseason Parents' Orientation Meeting to explain the concept of HOP-TO-IT and RICE. This annual affair should be compulsory for all wrestlers, parents or guardians. The general public, including the news media should be invited.

D. CONCLUSION

An alarming increase in the number of lawsuits being filed against coaches for things which are often out of their control is evident. Therefore, it is imperative that coaches in cooperation with athletic administrators make every effort to insure that their programs are safer today than at anytime in the past. REMEMBER, "AN OUNCE OF PREVENTION IS WORTH A POUND OF CURE."

About the authors:

Kenneth M. Cox, Ed.d., is a professor of health and physical education at Lock Haven University of Pennsylvania. Dr. Cox had a career coaching in wrestling of 225/94/7. Dr. Cox teaches Organization and Administration of Health and Physical Education and is a nationally recognized Soviet scholar in Comparative Education.

Lawrence G. Cox, RPT, has his own private practice in physical therapy in addition to being a consultant to the Sports Medicine Clinic in Cherry Hill, NJ. A four-time NCAA-Division I qualifier in wrestling, Mr. Cox lectures extensively on sports-related injuries.

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resistive circuit training for the innovative coach

BOB SCHWARZKOPF

KENNETH COX

By Robert J. Schwarzkopf and Kenneth M. Cox

PHYSIOLOGIC RESEARCH has demonstrated the necessity of using an overload to develop strength and muscular endurance. Here at the University of Washington we are attempting to incorporate the overload principle with time, repetitions and resistance, the three variables of circuit training. As physical educators, we are attempting to make maximum use of the limiting factors in our program, time, space and facilities in bringing about optimal development of our objectives.

Training for strength and muscular endurance is relatively new to coaches and physical educators. Only recently have coaches and physical educators really begun to realize and emphasize the advantages of building strength and muscular endurance for competition and physical fitness.

Theoretical Basis of Washington's System

Physiologically, a greater than normal use of a muscle will result in enlargement of the fibers, which is directly proportional to strength. Endurance is a function of the blood supply to that muscle. Any exercise which increases one of these two factors of strength or muscular endurance will increase the other, to some extent. The exception, is a single isometric contraction greater than 60 per cent of maximum voluntary contractile strength (MVC). This type of contraction mechanically blocks the blood flow resulting in limited or possibly no increase in capillary blood supply.

Strength and muscular endurance can best be explained as being ends of a continuum. Strength is best idealized by a single isometric contraction of 100 per cent MVC. Endurance is best developed by repetitive exercises such as running, swimming, or cycling where each step, stroke, or pump is viewed as a repetition.

Various sports are compared with repetition ranges, suggesting to coaches how Resistive Circuit Training might best be applied to their particular sports.

Bob Schwarzkopf, 30, former University of Minnesota gymnastics star, has been teaching weight training at the University of Washington since completing his M.S. in 1962. Bob was assistant coach of the 1965 University of Washington, Gymnastics team that placed second in the NCAA. Now an instructor of Kinesiology, Physiology of Exercise and Weight Training, Bob has combined these experiences in developing a new approach to weight training.

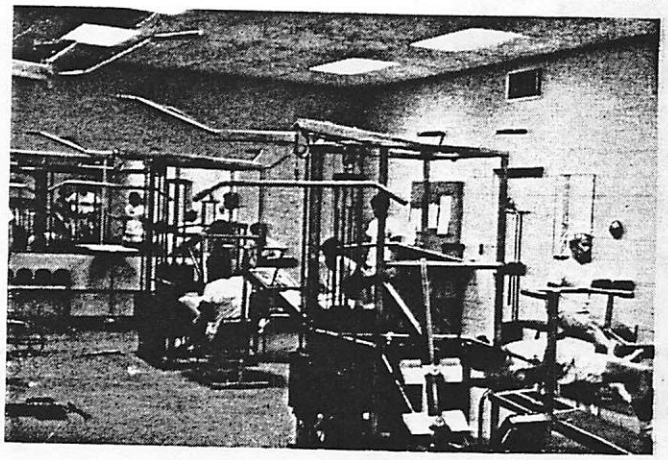
Ken Cox, 35, is an assistant professor of health and physical education and head wrestling coach at Saint Cloud State College in Minnesota. Currently on a leave of absence, Ken is completing his doctoral dissertation at the University of Washington, where he teaches boxing, wrestling, and weight-lifting. Author of 10 previous articles for Coach and Athlete, and a member of the U.S. Olympic Wrestling Committee, Ken is an advocate of weight training to improve athletic performance.

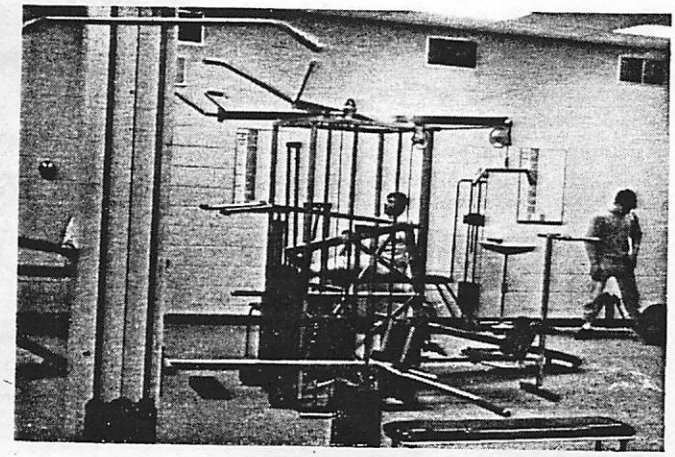
Training for any position on this continuum is dependent on the amount of resistance (weight) and the number of repetitions that will result in local muscular fatigue. These factors are inversely proportional (i.e., the greater the weight the fewer repetitions possible).

Washington's System

Once the coach determines the amount of strength and muscular en-

Front and side view of Universal Gym





durance necessary for his athletes, he prefers the most effective methods of obtaining this objective.

Traditionally, weight training has been conducted by performing an exercise, resting, and then repeating the same exercise with either an increase, decrease or no change in weight or repetitions depending on the training method used. A disadvantage of this traditional method is the loss of time between exercises. By designing an exercise circuit so primary muscle groups are not worked in successive exercises, rest periods can be eliminated.

A simple example to illustrate this kinesiological principle of Resistive Circuit Training is the successive performance of pull-ups, sit-ups, push-ups, and half squats. Each exercise works a different area of the body thereby allowing any one muscle group to rest while other exercises are being performed. In this context rest is a relative term; the circulatory and respiratory systems are being constantly taxed but not to the maximum level. However, each exercise is performed to local muscular fatigue.

The soundness of this system is based on the fact that it is the intensity of exercise that is the most important factor. To quote Professor Arthur Steinhaus from George Williams College,

> "muscle grows larger and therefore strong only when their pulling power is taxed beyond the usual. Their size is proportional not to the total amount of work done, but to the amount of work done in a unit of time (i.e., intensity)."

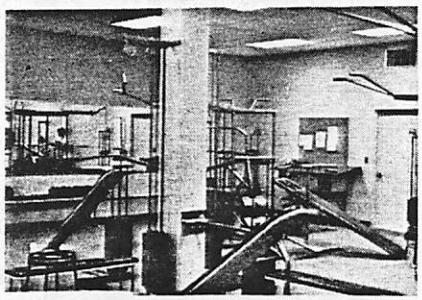
To illustrate the use of this technique, we will describe how our weight training class is conducted.

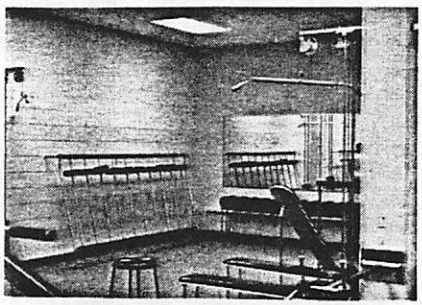
The floor area of the room is 40 x 40 and has the equivalent of five "universal gyms". Enrollment is limited to 30 students per class and each class period involves 25 minutes of physical activity.

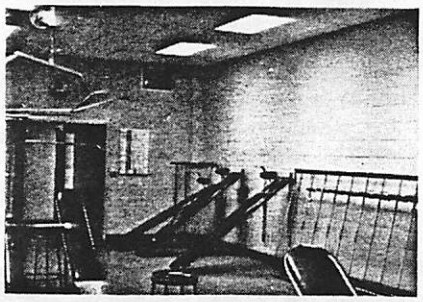
Students are assigned a starting position on one of the two 15 station circuits. The exercise period ranges from 30 seconds up to one minute as endurance increases. A minimum of time is used in moving from station to station. Thus, in approximately 11 to 22 minutes, each student gets a thorough, balanced workout.

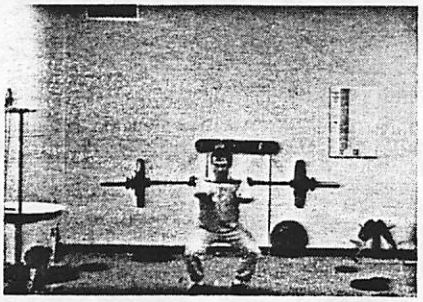
Students work with a percentage of their own body weight on each exercise. This can be altered to fit the needs of the individual student and the instructor's objective.

Different training techniques can be utilized (i.e., a specified percentage of body weight at a fixed time interval with maximum repetition or a fixed weight percentage and number of repetitions and complete the circuit in a minimum time). The variety in training is limited only by the creativity of the coach. We find weight training to be not only popular among varsity athletes, but also rates as one of the most popular physical education, intramural and recreational activities among students and faculty.









From Top to Bottom: (1) Rear view of Universal Gym; (2) Wall Racks; (3) Dumb bell and Barbell racks; (4) Incline Boards; (5) Olympic Life Area on Tartan Surface.

IMPROVING SPEED-STRENGTH AND ENDURANCE IN WRESTLERS

Sportivnaya Borba, 1:49-51, 1982

Y.M. Zakaryaev

In the training of wrestlers a significant role is played by physical preparation. This takes into consideration development and improvement of the motor qualities such as strength, speed, endurance, agility, flexibility, coordination, and improvement in the functional capabilities of the heart-circulatory and respiratory systems.

To direct the educational-training process and to have needed corrections by coaches, it is necessary to have control over physical preparation and physical work capacity. Without studying motor preparedness and the functional capabilities of the heart-circulatory and respiratory systems it is impossible to correctly construct the training sessions. This is especially true with youngsters.

The development and improvement of motor qualities in free style, sambo and judo wrestlers, is one of the necessary conditions for achieving high results. And, the effectiveness of learning technical-tactical actions depends on the level of development of the physical qualities to a great extent.

To develop and improve speed qualities (frequency, speed, and speed of movement) the following exercises are used:

1. From various initial positions, movement of bent and straight arms (simultaneously and alternately) for 15-20 sec;
2. Acceleration runs from 30-60m, running 30, 60 and 100m for speed from a low start;
3. Jump rope (in the form of competition, maximum number of jumps executed in 10-12 sec);
4. From various initial positions (on the ground, on the mat) on a signal quickly execute simple movements (from a squat position a half backward roll to a handstand, from a back-lying position quickly sit up, from a stand with the legs apart quickly lean backwards and make a bridge);
5. Stopping on a signal during the time of walking and running;
6. 180 and 360° spins on signal during the time of walking and running; and
7. Dummy throws with body bends for 10-15 sec.

For development of speed-strength qualities (speed of motor reactions and jump ability) in wrestling sessions, the following exercises are used:

1. Jumps from place and from an approach run for height and distance;
2. Depth jumps and jumps to higher levels;
3. Throwing a medicine ball;
4. Throwing a shot (put);
5. Throwing a kettlebell, stones, with two arms forward and backward overhead;
6. Movement games tied in with speed actions;
7. Relays with elements of running, jumps and jumps going over various obstacles;
8. Sports games (tennis, soccer, basketball);
9. Jumps on one and both legs with movement forward, backward and to the side; and
10. Jumps upward from place and with an approach run, reaching for a hanging object (ball, basketball, net) and take-offs on one leg.

In the process of training for the development and improvement of general and specialized endurance, the following exercises are widely used:

*Extracted from: Yessis, Michael. Soviet Sports Review, Escondido, CA., Vol. 20, No. 2, June 1985

1. Steady running alternated with walking for 10-20 min;
2. Alternating light running and walking for distances of 1000m (200m running + 100m walking + 250m running + 50m walking);
3. Running for 1500m (300m running + 200m walking + 350m running + 150m walking + 400m running + 100m walking);
4. Repeat runs of 3X30m;
5. 3X60m, 4X60m, 2X100m;
6. Playing basketball and soccer for 15-20 min; and
7. Training take-downs (holds) for 10-15 min with frequent change of partners.

In each training session repeat runs of 3X30m, 3X60m are carried out with an intensity of 90-95% of maximum and there is light running for 10-20 min with an intensity of 50-55%. This allows for alternation of moderate and intense loads and for correctly distributing the time devoted to the development of general endurance and to the development of specialized endurance.

For development of strength, general developmental exercises are used; exercises with dumbbbells, medicine balls, spring expanders, and elastic bands; exercises with barbells; pull-ups on a high bar; strength pull-ups from a support hang on the rings and parallel bars; push-ups.

Exercises for the development of flexibility are systematically used in sports training. For development of flexibility specialized exercises on the mat are used (from a back-lying position do a bridge, from a standing position with the legs apart bend backwards into a bridge; from a support position, standing with the legs apart and pressing with the arms on the floor; splits and splits with the front leg bent in the knee under the body); from a seated position (legs apart, together) forward bends, bends with grabbing of the feet; exercises on gymnastics wall bars (standing on one leg with the side to the bar, hold the other leg straight, place it on the bar and bend forward, to the side, with a foot grab; stand with the back to the wall bars one step away, bend backwards without bending the legs and gradually reposition the arms to a lower bar.

In training, great attention is given to the development and improvement of agility and balance functions in free style and sambo wrestlers.

For development and improvement of agility, acrobatic exercises are used: jump roll-overs over a wrestler positioned on all fours; a half roll-over over a wrestler supported on all fours; a half roll-over over the back of a wrestler standing, holding onto his hands; a side roll-over; forward hand spring; a lift with a back arch from the head on bent arms; slow backward hand spring; forward and backward roll-overs from a handstand; backward roll-over over the shoulders; bridges from a back-lying position; and standing with the legs apart with a backward lean.

In order to develop balance, specialized static and dynamic exercises are used. They are executed on a smaller support base (on benches and on low and high beams); walking on the balls of the feet; balance on one leg with closed eyes; running, jumps with forward movement; spins on the balls of the feet. To improve the vestibular apparatus, one time a month specialized exercises on the trampoline are used; jumps with rotation of the body in different planes (front hand springs, forward and backward sommersaults; jumps with 180 and 360° spins).

During execution of the exercises for strength, speed and endurance the physical loads are regulated according to HR and ac-

cording to external signs of fatigue.

Analysis of the physiological data make it possible to work out favorable motor work regimes during execution of exercises. The exercises for strength were executed with HR at 145-150 beats/min; exercises for speed, 160-165 beats/min; exercises for endurance, 165-170 beats/min; exercises for agility and movement coordination, 140-145 beats/min.

This work regime is optimal and effective for development and improvement of motor qualities and for increasing physical work capacity in free style, sambo and judo wrestlers. There are no negative effects on the body and it is useful in intensive development of speed-strength qualities and endurance. It also significantly increases the functional capabilities of the sportsmen.

CONCLUSIONS

1. For development and improvement of speed, speed-strength and endurance in wrestlers in training, the following exercises should be used:

Exercises having speed characteristics (running for speed from a low start for 30, 60 and 100m; acceleration runs from 30-50m; skip rope jumps for speed; dummy throws for 10-15 sec for maximum number of throws).

Speed-strength type exercises include jumps for distance, height, throwing grenades, medicine balls, shot put, kettlebells.

Also done are movement games for speed; relays with elements of runing, jumping and throwing; sports games (basketball, soccer, tennis.

Exercises for endurance include running in alternation with walking); running for 10-20 min with the intensity at 50-55% of maximum; repeat runs of 3X30m, 3X60m with the intensity at 90-95% of maximum; soccer, basketball for 15-20 min; training take-downs (holds) for 10-15 min with a change of partners.

2. To develop and improve agility and balance, it is necessary to make wide use of acrobatic exercises (roll-overs, forward jumps, backward roll-overs, forward, backward and to the side half roll-overs to arches and stands, tuck rolls, bridges from a back-lying position, roll-overs to the side, forward, backward).

Also done are arch lifts from the head on bent knees; exercises for balance on smaller support base (benches, beams, mini-trampoline); exercises on the trampoline (jumps with rotation of the body in different planes, forward-backward roll-overs, forward and backward somersaults, jumps with 180 and 360° turns).

3. The physical load in the sessions should be regulated according to HR frequency and by external signs of fatigue. The optimal work regime (according to HR) in execution of the different exercises should be: in speed exercises 160-165 beats/min; in speed-strength exercises, 150-155 beats; min; strength exercises, 145-150 beats/min; and exercises for endurance 165-170 beats/min. Additional increases in HR lead to significant fatigue.

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PE109
PE304

SPECIAL MEANS OF RESTORATION OF WORK CAPACITY OF WRESTLERS IN THE PERIODS BETWEEN COMPETITIVE BOUTS (Condensed)

Teoriya i Praktika Fizicheskoi Kultury, 3:49-50, 1983

A.A. Birukov, M.M. Pogosyan

Restoration of sports work capacity has become all the more actual in recent times because of the increasing stress in competition and training. The significance of this problem in wrestling has especially increased because of the trend toward an even greater increase in the intenstiy of competitive maneuvers. This is due to the increased need for actively leading the combat and the reduced rest intervals inbetween bouts, which, without doubt, bring about progressive fatigue and a decrease in the effectiveness of the wrestler's activity.

It is known that in such situations the body is not always capable of dealing with the increased loads which have a negative effect on the health of the athletes and especially on his support-motor system. Thus, for example, during competition when there is progressive fatigue (in different styles of wrestling), about 50% of the wrestlers experience injuries to the motor-support system.

Because of this, the aim of our study was to work out specialized means and methods of accelerating the restorative processes and increasing the work capacity of wrestlers. We studied the influence of individual measures having good operational restoration and their effective combinations on work capacity of wrestlers after maximum intensity loads.

Results showed that during the entire period of passive rest, activity of the heart-vascular system, external breathing and the nerve-muscle system do not achieve the pre-work functional level. Because of this, there is a decrease in work capacity in comparison with the first loads.

Study of the functional state of the nerve-muscle system, external breathing and the heart-vascular system shows that the use of restorative procedures (exercises for relaxation, hand massage and water procedures) have a selective effect on separate body functions and also on special work capacity of wrestlers. For example, exercises for relaxation and hand massage after maximum intensity loads provided full restoration of muscular strength and external breathing.

However, heart rate, arterial pressure, amplitude of tremor, skin temperature and specialized work capacity were far from the initial level. For example, hand massage and relaxation exercises led to restoration of specialized work capacity up to 86% of the initial level.

The most effective combination of procedures from the methods used was the sequential use of exercises for relaxation of the muscles, showers (30-33°C) and hand massage (for 6-7 min). In the 20th minute, all the parameters studied improved and restoration occurred to the initial amounts.

In most cases, it was not only restoration but "super-restoration" of the factors studied. For example, muscle strength increased by 3.82kg, amplitude of tremor by 0.64mm and force of inhalation by 0.456 /sec. There was a statistically significant decrease in shoulder skin temperature and normalization of arterial pressure. By the 20th minute there was incomplete restoration of heart rate by 19.91 beats/min. However, a statistical analysis showed a significant difference in heart rate restoration with the use of different means of restoration (hand massage, hydro-procedures and relaxation exercises).

In repeat test loads in all the wrestlers after the given complex of operational methods of restoration, there was a statistically significant increase in specialized work capacity. It exceeded the initial level by 18%.

CONCLUSIONS

1. Maximal physical loads bring about fatigue and a decrease in work capacity which are not removed after 20 min of passive rest. To do this requires administration of special restorative measures.

2. Use of restorative measures such as hand massage, water procedures and exercises for relaxation of the muscles provides for an increase in several aspects of specialized work capacity, up to 85% of the initial level.

3. The most effective combination of methods is the sequential use of exercises for relaxation, showers (30-33°C) and hand massage.

4. Use of the recommended restorative methods made it possible to activate the restorative processes in wrestlers. The effect received had a positive consequence on specialized work capacity.

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*Extracted from: Yessis, Michael. Soviet Sports Review, Escondido, CA., Vol. 19, No. 4, Dec. 1984, p 191-192

Strength preparation of the wrestler

Sportivnaya Borba, 44-46, 1983
T.A. Bolkvadze, Batumi; V.A. Orlov

Translated by Dr. Michael Yessis
Editor, *Soviet Sports Review*

Strength is one of the most important qualities of a wrestler. High strength development of the trunk and extremity muscles is a prerequisite for maintaining health and showing good results in all wrestling events. Insufficient development of the muscle-joint and ligamentous apparatus generally does not allow the athlete to realize his technical and tactical capabilities to the fullest extent. And, it leads to overstraining and, in the end result, to serious injury.

The basic means for developing strength and for changing muscle quality in the desired direction is training with weights. In today's understanding of this concept, there is a systematic, well-planned program of exercises. The exercises are executed with the use of barbells, dumbbells and other kinds of weights, training devices and body weight in order to increase the resistance in different movements of the body and body parts.

Scientific research has substantiated that many factors have an influence on the amount of muscle strength developed. The most important of these is coordinated activity of the various muscle groups and the condition of the muscles.

Under the influence of training, there is creation of corresponding conditional reflexes. The nervous system acquires the ability to involve the entire muscle mass in a single contraction to accomplish a motor act which requires significant or maximal effort. At the same time, it acquires the ability to brake the activity of antagonist muscles, which are in opposition to the given movement.

In addition, as a result of training, a dynamic stereotype is developed in the nervous system by means of the conditional reflexes. This provides for the greatest effectiveness of muscle activitiy, which provides for an increase in work power.

Another way of increasing strength is development of strength together with an increase in muscle mass. This method has great significance in training the wrestler, especially when it is necessary to increase body weight or when the question of moving up to a heavier weight class arises.

As studies have shown, muscle strength and the level of developed tension depend, to a significant degree, on the amount of muscle mass. The greater the mass, the greater the tension in the development of the muscle (other factors being equal). Muscle mass is determined by the number, thickness and length of different muscle fibers. In this, the number of fibers are constant for every individual. However, the size of the muscle fiber can be increased. When this occurs, there is hypertrophy of individual muscle fibers, which is related to an increase in muscle mass.

The basis of working hypertrophy is strengthening of the plastic exchanges and synthesis of protein, one of the basic morphological appearances of muscle adaptation to increased activity. When this occurs, the increase in the cross-section of the muscle fibers appears as a factor which allows for greater contractile strength.

The concept of increasing strength and at the same time increasing muscle mass takes on additional significance, because acquired strength is maintained longer when the strength increase is accompanied by a parallel increase in muscle mass. The opposite is also true. Strength is lost faster if muscle mass is not increased simultaneously with its increase.

Some increase in body weight under the influence of training which is directed to development of muscle mass is fully justified. The sportsman should not be afraid of an increase in muscle mass, which carries the basic load in his sports event. According to Zatsiorski, when there is functional hypertrophy, muscle strength always increases more significantly than body weight. Results of many studies have determined the specific requirements of training methods directed to the development of strength together with an increase in muscle mass.

Most important in training which is directed to the development of strength without a significant increase in muscle mass, is formation of a system of conditioned reflex ties which provides the best intermuscular and intramuscular coordination. To do this, it is necessary to work with the greatest possible weights and a small number of repetitions in a set, and with great intervals of rest between sets.

In such a work regime, execution of every exercise takes place under optimal conditions. There is no hinderance as a consequence of

*The term "wrestling" in this article refers to all forms of wrestling, including judo and sambo.

central nervous system fatigue. This, in turn, makes it possible to form the finest conditioned reflex relationships in the brain roots.

In training which is directed to developing strength with a simultaneous increase in muscle mass, there is intensification of the exchange processes in the muscles. The exercises used should bring about sufficiently great, but not maximal, muscle tension.

The amount of time for executing individual exercises should be short enough so that the energy supply for the activity takes place via the anaerobic mechanism. But execution should be long enough so that the exchange processes can be activated to the necessary extent.

A characteristic trait of training designed to increase muscle mass is execution of all exercises a definite number of times in several sets. Usually, about 50 percent of maximum weights are used. The number of repetitions is 8 to 10. In doing this, the athlete should execute a sufficiently great load volume.

With an increase in trainedness, medium and large weights 70 to 80 percent of maximum are used. The amount of weight depends upon the level of training as well as the size of the muscle groups. Thus, for small muscle groups like the hand flexors, the gastrocnemius muscle and so on, less weight is used. And, there is a corresponding increase in the number of repetitions up to 20 to 25. This is explained by the fact that the restorative processes in small muscle groups take place faster. The number of sets, as a rule, is 3 to 5.

The distinctive technical moves in competitive wrestling require specific muscular development, but several factors must be taken into consideration for such development. At the beginning stage of specialization, all-round physical preparation is important. At the stage of sports perfection, the athlete must focus on development of the muscles which carry the major load. For this purpose, many exercises can be recommended.

It has long been recognized that the level of development in the back and legs comprises the basic strength of the athlete. One of the most effective exercises for strength preparation is ***back squats*** (barbell on the shoulders). Major muscles are used in this exercise and it stimulates development of strength and an increase in muscle mass. As a rule, the squat is executed through only a third of the entire range. At maximum it only goes half way, when the thigh and shin form a right angle, i.e., the thigh is parallel to the floor.

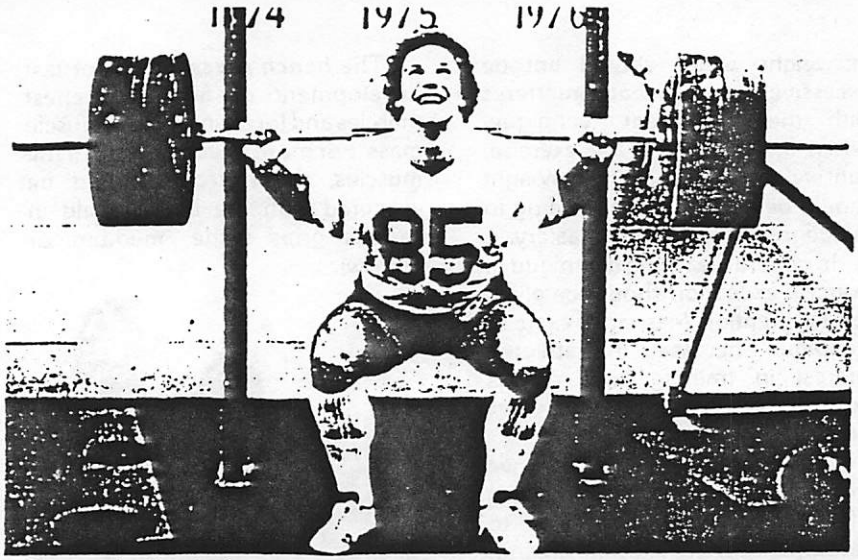


Figure 1. Back Squat

Execution of a full squat is not advisable for the following reasons: First, a deep squat is not characteristic of wrestling technique. Second, working with great weights increases the danger of injury to the knee joint.

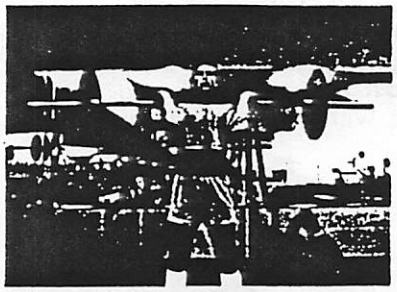


Figure 2. Front Squat

Front squats (squats with the barbell on the chest) are done the same as back squats. The lift of the barbell onto the chest is executed from the initial position used for lifting the barbell from the platform as seen in weight lifting. The barbell can also be taken from the stands. The front squat stresses leg muscle work to a significant degree and develops balance.

Development of the spine muscles can be served by doing ***good mornings*** (forward bends with the barbell on the shoulders). In quality execution, there should not be any unwanted overstress. To ensure this, the exercise should be executed with slight flexion in the knee joints, and feet should be shoulder-width apart.

An excellent exercise for development of the back and upper shoulder girdle muscles, and which is effective for an increase in muscle mass, is the ***bent-over row***. Stand with the legs flexed slightly in the knee joints and the feet shoulder-width apart. The trunk is bent forward parallel to the floor. The barbell held in lowered arms, almost touches the floor. A medium grasp is used (shoulder-width apart). The simple or hook pronated grip is used to hold the barbell. Pull the barbell up with the arms until the bar touches the chest and then lower it slowly to the initial position.

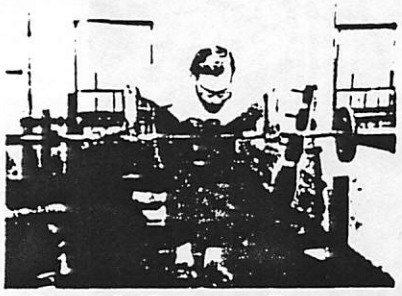


Figure 3. Bent-over Row

When executing this exercise, it is necessary to completely eliminate any swing movements with the trunk. This will allow for correct selection

of weight, which should not be excessively great so that it interferes with the movement technique. When first beginning the exercise, light weights should be used. Weight should be added only according to the degree of technique mastery.

In general, learning technique of exercise execution should be given special attention. Mastery of exercise technique increases the athlete's interest in training, and correct execution of the movements creates a new emotional state.

To a great extent, effective movement increases training effectiveness when striving to develop motor qualities. In strength preparation, mastery of the technique of different weight lifting exercises allows the sportsman to lift barbells with great weight. This means that he can achieve a more significant increase in strength.

Also, mastery of new motor skills on the strength of the psychophysiological transfer effect allows the sportsman to successfully improve in technique mastery. In addition, it is an effective means of preventing sports injury.

A good addition to the bent-over row is the ***pull-up*** on a high bar. Execution of this exercise does not present any major difficulties for good preparation of the sportsman. The exercise can be made more difficult by adding weights (barbell plates, dumbbells, kettle bells), which are hung on the waist of the athlete.

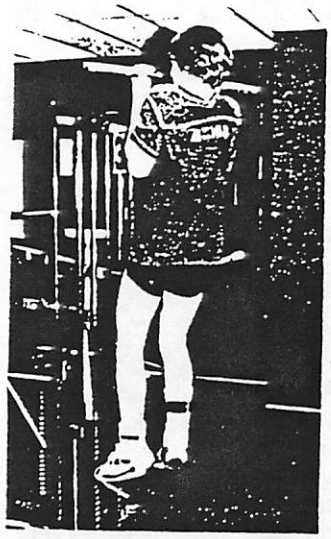


Figure 4. Pull-up

The ***bench press*** allows for fast development of arm and chest muscles and for an increase in muscle mass. For more effective work of the muscles, the exercise should be executed with the barbell held in various grips (wide, medium or narrow).

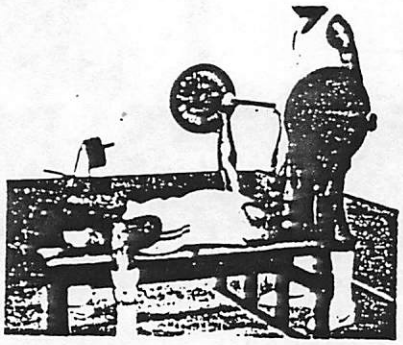


Figure 5. Bench Press

For development of the arm muscles which participate in execution of various holds in different forms of wrestling, an outstanding exercise is the ***biceps curl***. The initial position is standing with the feet shoulder width apart. The barbell is held in lowered hands with a supinated grip, medium grasp. The weight is lifted by elbow joint flexion up to a level just below the chin. The weight is slowly lowered to the initial position.

Wrist curls are used to develop the muscles of the hand and forearm Sit on a bench with the arms with the weights on the knees so that the hand hangs free. A supinated grip is used. With flexion in the wrist joint, raise the hand with the weight upward as high as possible. Return slowly to the initial position. This exercise can also be executed with a barbell or only with the bar of the barbell. A medium-width grasp is used.

Figure 6. Wrist Curl

For all-round development of the muscles of the forearm, the above exercise can be executed with some modifications. In ***wrist extensions***, the initial position is the same but a pronated grip is used. A second exercise variant is execution with dumbbells. The initial position is the same but in execution, a neutral grip (thumbs up) is used.

Thus, the contemporary system of sports preparation presents a great need for physical preparation of wrestlers. Training directed to the development of muscle mass can be recommended as a method of increasing strength and speed-strength capabilities of the athlete. In multiple development of motor qualities in the preparatory period of training, it is advisable to plan separate sessions directed to the development of muscle mass. ●

COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

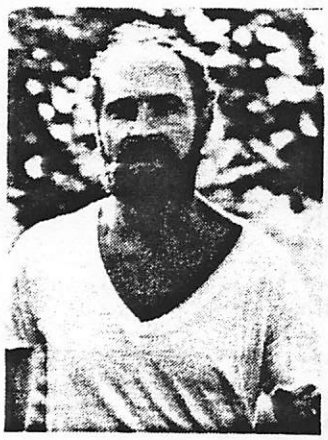
Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

Your physical preparation must be both general and specialized.

PHYSICAL PREPARATION

By Ed Yarovinsky – Former USSR Coach

Physical preparation must be both general and specialized. General physical preparation ensures the all-around development of the physical qualities of strength, speed, endurance, flexibility and dexterity. Specialized preparation is directed toward the development of specialized physical qualities for high-caliber athletic performance.



Ed Yarovinsky

STRENGTH means the the wrestler's ability to control his muscles to execute moves and movements or to prevent them. An important quality, strength not only determines swiftness, flexibility and dexterity, but is basic to mastering the techniques and tactics of wrestling, if general physical preparation develops that group of muscles which are used directly in selected wrestling holds. Considering that the wrestler as a whole plays a distinct role in the sport, then one might conclude that he does not need to enhance excessively those groups of muscles which do not contribute directly to select holds. Various methods are used to develop strength, but one of the best consists of specialized exercises, which basically increase strength with maximum effort. One of these exercises is a match during which the athlete meets a stronger or heavier opponent every one to three minutes.

Building the skills of muscle coordination and mental effort has decisive effect on the wrestler's ability to display great strength. Therefore, in meeting an opponent a wrestler must develop his ability to direct his strength in the necessary channel, while overcoming the opponent's resistance, in order to carry out a hold. More general strength is developed by means which will be outlined later.

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MORE Physical Preparation

SPEED means the wrestler's ability to perform feats and moves with the greatest swiftness. At the present time, in which wrestling has become a high-speed, high-powered sport, this quality has gained importance in mastering the sport. A wrestler ought to be able to score quickly, to react immediately and to keep the match moving at a fast pace. It is most important to be able to attack with explosive speed and power, as in a "spurt attack", which moves at a fast pace and is concluded with a lightning-fast hold. Speed plays an essential role in counter-holds, since one must overcome the opponent's attack. Aside from those exercises outlined later, speed can be developed directly in combat, when a wrestler moves at a set pace, executing holds at maximum speed.

To develop the ability to keep moving the match at a rapid pace, use the interval method. The competitive periods are divided into segments; for instance ten seconds of wrestling at a fast tempo followed by thirty sessions, gradually increase the amount of time of combat at the higher speed by five seconds, shortening the slower-paced period. To

(Continued Page 24)

MORE Physical Preparation

develop speed in getting into holds, try easing and complicating the conditions along with calling out signals. At first the hold must be executed at maximum speed, next with a lighter-weight wrestler, then the same weight and finally, with a heavier-weight.

Carrying out holds at high speed also requires not breaking the proper structure of the hold itself. Using signals entails following the coach's commands, such as "throw", "attack", or "spurt", or moving in response to the opponent's position, as instructed prior to the match.

ENDURANCE is the wrestler's ability to complete moves and feats with a certain intensity in a prolonged period, and to wrestle without any noticeable fatigue with various opponents in a series of matches. Endurance can be sub-divided into general and specialized training, as well as speed, strength, and a combination of speed and strength. When applied to wrestling, endurance takes on a very specialized nature, concentrating on speed and power. Exercises for other types of sports can be used to develop general endurance, but specialized exercises would be only those applicable to wrestling. Consequently, keep in mind

(Continued Page 25)

MORE Physical Preparation

the highly individual nature of a wrestler's endurance. Some can go through matches without tiring, but at a slower pace, putting pressure on the opponent with the advantage of strength. This applies, for the most part, to heavyweights. Others are more speed and power-oriented and move at a moderate tempo; this usually applies to middleweights. Third, basically the lightweights, move at a fast pace, using speed to their advantage against the opponent.

To develop endurance, create a foundation of general endurance in the early stages of training, then work on specialization. Many methods can be used: repeating, alternating, intervals or incremental. These are summarized as follows: repetition involves repeating exercises or matches in increasingly intensive stages. Alternating consists of carrying out exercises and matches, interchanging various intensities and speeds. The incremental method consists of going through exercises and matches with a gradual increase of repetition, tempo, etc. The interval method is described above. Each of these methods yields positive results and can be used in various combinations.

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MORE Physical Preparation

FLEXIBILITY is the wrestler's ability to move in the broadest range or most directions. Good spinal flexibility and mobility of the shoulders, hips, knees and leg joints help to perform holds more rationally. They also prevent injury, to some extent. Bear in mind that excessive flexibility leads to weak joints, which can be bad for technique. Flexibility is developed through general and specialized exercises when limbering-up or at the end of the training session. They must be performed slowly and smoothly with a gradual increase in amplitude (range).

DEXTERITY is a wrestler's ability to move quickly and directly in various situations. Many athletes are innately dextrous; however, this quality can be developed by laborious training, using general and specialized exercises, active sports and games, and especially through actual wrestling technique, such as attempting holds from both sides of various starting positions.

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instructional strategies in COACHING WRESTLING

By Dr. Kenneth M. Cox
Head Wrestling Coach
Lock Haven State College
Lock Haven, Pa.

Interscholastic and intercollegiate wrestling involves hundreds of complex neuromuscular movements. Because of time and facility limitations, physical educators and wrestling coaches are challenged to develop more effective methods to teach (or coach) such complex motor skills (wrestling movements) in relatively short time periods without a reduction of skill performance.

With the current world of technology, various teaching strategies, utilize instant videotape replay as a medium for self-analysis. Such utilization may assist students in mastering complex motor skills. However, research evidence is inconclusive as to the influence of instructional strategies and videotape analysis in teaching such skills. Most authorities conclude there is no best method. They further state that different kinds of motor activities require different teaching methods or combination of methods. In spite of this inclusiveness, coaches and physical educators must continue to gather experimental evidence if they are to determine which methodology or methodologies are most effective in enabling students to master specific kinds of complex motor movements.

Teaching Wrestling in Physical Education

With this in mind, the author conducted an experiment investigating two instructional strategies designed to teach complex motor skills to university freshman male students with high and low physical achievement as measured by the American Association of Health, Physical Education, and Recreation—Physical Fitness Test (AAHPER-PFT.) Specifically, the author sought to compare the effectiveness of continuous concept sequencing[1] with and without instant videotape replay with that of discrete concept sequencing[2] with and without instant videotape replay.[3] These treatments specifically involved the teaching of complex motor skills related to interscholastic and intercollegiate wrestling.

One hundred forty students were randomly selected from the freshman male population at the University of Washington during the winter quarter, 1969. Using random numbers, the students were equally divided into four beginning physical education wrestling classes. Ten students with previous wrestling experience were transferred to other activity classes after the first class period. The remaining 130 students had no prior wrestling experience. Because of illness, injury, or personal reasons, seven additional students withdrew during the experiment, leaving 123 students involved.

The length of the experiment was 11 weeks with each class meeting twice weekly for 45 minute periods. All students were taught the same 75 wrestling maneuvers. The author taught all classes and was assisted by the same four demonstrators from the University of Washington, varsity, wrestling team. The AAHPER-PFT was administered prior to the instructional phase, for the purpose of sub-dividing the students into either a high or low physical achievement level. The median T-score of each class served to separate the two levels. A wrestling performance skills test designed by the author was employed to analyze the students ability to perform the wrestling maneuvers (see Table 1). A student was matched according to his T-score on the AAHPER-PFT, body weight, height, and age with a student from another class. Three university wrestling coaches were selected to rate the students performance of wrestling motor skills during the wrestling performance skills test. The judges were trained during the pilot study to rate the students performance on the wrestling performance skills test. The inter-rater reliability during the pilot study was .90 and during the actual experiment .81.

Analysis of variance was use to analyze scores on the wrestling performance skills test. Levels of significance were established at $p < .05$. Within each treatment condition, the data were analyzed according to the presence or absence of instant videotape reply and the level of physical achievement. This re-

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sulted in a 2 x 2 x 2 factorial experiment with a randomized group design. The factors were instructional strategies, educational technology, and organismic variable.

There were no significant differences in the performance of wrestling skills between the treatment groups.

The treatment effects were partitioned into three main effects of the factors and four interactions between the factors. The first main effect showed no significant differences between the treatment groups receiving continuous concept sequencing and those receiving discrete concept sequencing. Similarly, the second main effect revealed no significant differences between treatment groups taught with and without instant videotape replay. The third main effect, the physical achievement variable, was significant at .01 level of confidence. In terms of the wrestling performance skills test, students identified as possessing a high level of physical achievement performed significantly better than students identified as low physical achievers. There were no significant differences of the four interactions between the factors.

From this study, it may be concluded that students taught by the continuous concept sequence strategy did not perform significantly different on a wrestling performance skills test than did students taught by the discrete concept sequence strategy. Also, the use of instant videotape replay had no significant effect in stimulating students' learning of complex motor skills in wrestling.

Further, results revealed the level of physical achievement to be a significant

(Continued on Page 35)

[1]The term *continuous concept sequencing* as used in this study refers to the Gestalt approach emphasizing learning as the organization of parts into a meaningful whole. The whole is greater than the sum of its parts. Commonly referred to as the "whole" method of teaching.

[2]The term *discrete concept sequencing* as using in this study refers to a Behavioristic approach emphasizing detailed instruction and mastery of a single concept or interrupted concept before a new concept is introduced. Commonly referred to as the "part" method of teaching.

[3]The term *instant videotape replay* as used in this study refers to the use of a videotape recorder connected to a monitor and television camera, to record pictures with sound and image, onto a magnetic tape for self-modeling and feedback of a student's performance of a wrestling maneuver.

TABLE 1. WRESTLING MOTOR SKILLS DEMONSTRATION*

IV. REVERSALS

	Average		Failing			Superior	
1. Switch	1	2	3	4	5	6	7
2. Side roll	1	2	3	4	5	6	7
3. Sit-out	1	2	3	4	5	6	7
4. Step-over	1	2	3	4	5	6	7

*Each evaluator will rate each participant with regard to his ability to demonstrate the required maneuvers. If you judge a performance to be very poor, Circle 1. By circling 7 you judge the performance to be outstanding. Likewise, if you circle 4 you judge the performance to be average in relation to how the participant is expected to perform.

TABLE 2. INSTRUCTIONAL SEQUENCING STRATEGIES

STRATEGY	EXPLANATION	SEQUENCING
Discrete concept sequence without instant videotape replay	Teach wrestling maneuver one step at a time and never teach the whole maneuver or back up to reemphasize any particular step. Teacher modeling was utilized after the students practiced each step.	Teach step 1 → Practice step 1 → teacher modeling → Review step 1 → Teach step 2 → Practice step 2 → teacher modeling → Review step 2 → Teach step 3 → Practice step 3 → teacher modeling → Review step 3 → Practice the whole wrestling maneuver by combining all three steps.
Continuous concept sequence without instant videotape replay	Teach each wrestling maneuver as an organized whole from beginning to end at one time, not as a separate response. Teacher modeling was utilized after the student practiced each wrestling maneuver in its entirety.	Teach whole wrestling maneuver → Practice whole wrestling maneuver → teacher modeling → Review whole wrestling maneuver → Teach whole wrestling maneuver → Practice whole wrestling maneuver → teacher modeling → Review whole wrestling maneuver → Teach whole wrestling maneuver → Practice whole wrestling maneuver → Teacher modeling → Review whole wrestling maneuver in its entirety.

***Practice**—a practical application phase in which students practiced either one step or the wrestling maneuver in its entirety.

Step—one segment of the complete wrestling maneuver.

Teach—the explanation phase in which the teacher teaches the step or entire wrestling maneuver.

Teacher modeling—the demonstration phase in which the student views the teacher demonstrate the step or wrestling maneuver in its entirety.

COACHING WRESTLING

(Continued from Page 15)

factor in influencing students performance. Specifically, the higher the achievement (ability) the more successful the performance in wrestling. It must be emphasized that the students participating in this study had never had any previous wrestling experience.

Coaching Wrestling

Even though the study did not reveal any significant differences with regard to teaching beginning wrestlers with discrete and continuous concept sequencing, I decided to coach our varsity wrestling team using the continuous concept sequence strategy exclusively, this past season. In the past, I taught both my beginning physical education wrestling classes and coached my varsity wrestling teams using the discrete concept sequence strategy without instant videotape replay. I suspected I could cover more material, more effectively, in less time using this method. A comparison of the two instructional sequencing strategies are shown in Table 2.

After evaluating match films and critiquing the individual performances of my varsity wrestlers, at the conclusion of this season, I discovered several distinct advantages of utilizing the continuous concept sequence strategy. The advantages are:

1. that continuous concept sequencing better conditioned the wrestler to perform wrestling maneuvers with increased speed and accuracy in actual competition. Most varsity competitors tended to execute moves in a smoother sequence.

2. that varsity wrestlers seemed to maintain a higher degree of mastery of complex maneuvers throughout the entire season.

In addition several disadvantages of using the discrete concept sequence strategy were discovered. The disadvantages were:

1. that a wrestler has a tendency to shoot only a segment of a move at a time. This gives the opponent an opportunity to set up defensive counters with each step.

2. that the wrestler has a tendency to shoot moves in a "jerky" manner. For example, when a wrestler attempts a switch from the bottom position and gets blocked midway through the execution of the switch, he seemed hesitant to move immediately to another maneuver, hence, he usually maneuvers himself back into the starting position and attempts the same maneuver again.

From my experimental data and coaching experience I would recommend that the most effective method of teaching a beginning physical education wrestling class is by a combination method consisting of discrete and continuous concept sequencing. For example, in introducing a double leg tackle for the first time the following instructional sequencing could be used:

Maneuver	Sequencing
Double-leg tackle Double-leg tackle	Demonstrate the whole maneuver → teach step 1 → practice step 1 → teacher modeling → review step 1 → teach step 2 → practice step 2 → teacher modeling → teach step 3 → practice step 3 → teacher modeling → Demonstrate the whole maneuver → Practice the whole maneuver.

However, in coaching a varsity competitor, the continuous concept sequence approach seems to be the most advantageous. Thus, in teaching a version of the double-leg tackle, the following instructional sequencing might be most beneficial:

Maneuver	Sequencing
Double-leg tackle	Teach whole maneuver → Practice whole maneuver → Coach demonstrates → review whole maneuver → Teach whole maneuver → practice whole maneuver → Coach demonstrates → review whole maneuver → Teach whole maneuver → practice whole maneuver → Coach demonstrates → practice whole maneuver in its entirety.

Summary

With the extraordinary growth of wrestling, it is imperative that continual research and investigation be conducted relative to improving teaching and coaching techniques in wrestling. Wrestling involves complex coordinations, and seldom, if ever, can either the beginning or varsity wrestler receive a clear view of a wrestling maneuver by verbal explanation alone. The way we sequence our instruction will have a definite effect on the wrestler learning a particular complex wrestling maneuver. By improving our teaching and coaching techniques, we encourage greater respect and enthusiasm for the sport.

A COMPARATIVE ANALYSIS OF INSTRUCTIONAL STRATEGIES IN TEACHING COMPLEX MOTOR SKILLS IN THE USA-USSR

by
Kenneth M. Cox, Ed.D.

INTRODUCTION

For the second time in two years, I had the privilege to study comparative physical education and sport in the Union of Soviet Socialist Republics (USSR). In June, 1983, I studied with 48 North American physical educators and coaches at the prestigious Federal Institute of Physical Education and Sport in Moscow, under the auspices of the Department of Comparative Physical Education, Concordia University, Montreal, Canada. This past June, 1984, I had the opportunity to participate in a study/travel seminar with 15 North American educators arranged by the Citizen Exchange Council, New York City. This experience afforded me the opportunity to personally observe athletic events and specific practice sessions at special sport schools and sports clubs in Moscow, Pskov and Leningrad. This firsthand observation allowed me to experience the theoretical (technical) instruction and the practical (tactical) application I had learned the previous year at the Federal Institute.

In 1983 my research efforts were concentrated on analyzing sport as an academic discipline in the USSR (Cox, 1983). However, this June I focussed on analyzing the instructional strategies in teaching complex motor skills in the USSR. The study of instructional strategies has intrigued me since the completion of a dissertation 15 years ago (Cox, 1969).

Limitations

There are several limitations inherent in developing this manuscript.

Primarily because of strained relations between the USA-USSR, the Soviet Union has recently enacted a new federal statute (applying to all fifteen republics) that for the first time imposes jail sentences on citizens who pass confidential but nonclassified information to foreigners. The Soviets have interpreted education to fall in this category. With the instituting of the New School Reform Bill in September, 1984, it has become more difficult for foreign scholars to evaluate academic textbooks on Soviet education and sport. Western librarians are also finding it extremely difficult to obtain authentic Soviet written materials. The Soviet Communist Party leadership, along with its State Committee for Publishing, maintain a certain secrecy around many aspects of the country's publishing industry and in books it publishes (Winkler, 1984). In order to make a comparative analysis based on objective evidence the author visited the Lenin State Library, Moscow; Moscow Lenin State Pedagogical Institute; and the Leningrad Institute of Physical Education and Sport. Also, the selected purchases at bookstores in Leningrad, Moscow, and Pskov were of considerable help in determining the Soviet organization of instructional content. It must be emphasized that the Soviets utilize physical education as the primary method for preparation of the GTO program "ready — get ready — for labor and defense." Likewise, sport is utilized as a vehicle to perpetuate a favorable image of worldwide communism. Hence, for obvious reasons the Soviets intentionally make it extremely difficult for the western educators to gain access to printed materials. They consider physical education and sport to be of an extremely high priority.

Terms

The following terms are relevant to this paper:

- *academic discipline* refers to a subject that has its own unique body of knowledge. The Soviets interpret sport (ex. boxing, judo, wrestling) to be an academic discipline.
- *complex motor skills* (CMS) includes motor skills, holds and maneuvers synonymous with international wrestling.
- *continuous concept sequencing* (CCS) refers to the Gestalt approach emphasizing learning as the organization of parts into a meaningful whole (multiple concept sequencing).
- *discrete concept sequencing* (DCS) refers to a behavioristic (stimulus response association) approach emphasizing detailed instruction and mastery of a single concept or interrupted concept before a new concept is introduced (single concept sequencing).
- *modeling* refers to the demonstration phase in which the students view the teacher demonstrate a part or whole complex motor skill.
- *part learning* is synonymous with discrete concept sequence.
- *teaching* refers to the stimulating of learning. The Soviets interpret teaching and coaching as being synonymous.
- *traditional instruction* refers to face-to-face instruction, which is predominantly a teacher-centered lecture-type method with occasional teacher demonstration.
- *whole learning* is synonymous with continuous concept sequence.

OBSERVATIONS

USSR

The syllabi are the main documents which lay down the aims, objectives and the content of teaching any academic discipline. These important state documents determine the extent of knowledge, habits, and skills students must acquire. They also include the sequence of topics which constitute the academic content of the subjects. These documents are detailed manuscripts, and a reflection of specific government approved methods textbooks. The teachers are not permitted to make any alterations. A syllabus for either a unit in physical education or sport (i.e., wrestling) follows the same format as any other academic discipline. The Federal Ministry of Education is ultimately responsible for the approval and uniformity of all curriculum materials and instructional strategies utilized in all types of schools, including sports clubs, throughout the 15 Soviet republics.

Soviets define pedagogy as a science concerned with the teaching and educating of students. This science-based approach to teaching is firmly entrenched in the Soviet system. To teach CMS one must know pedagogics. One branch of pedagogy is called didactics, which is the general way of teaching in schools and sports clubs. In the teaching of CMS, as well as in the teaching of science, mathematics, and any other academic discipline in the schools, general principles of didactics are applied (Rogova, 1983). For example, the principle of visualization was first introduced in the teaching of foreign languages. Now it has become one of the fundamental principles of didactics and is used in teaching all academic disciplines. Also, programmed instruction was first applied to the teaching of mathematics. Now through didactics it is used in teaching most academic disciplines, including the teaching of CMS in sport.

In teaching CMS, the teacher is responsible for developing the positive habits of the students. Since habit is the result of constant repetition, the teacher must remember to be consistent and accurate. The Soviets continually emphasize that teaching CMS is a science-based discipline developed through experimental research. They also believe that in order to develop the proper habits and skills that psychology must be integrated into the teaching/learning system.

Methods as compared to didactics studies the specific ways of teaching a particular academic discipline. Methods courses (i.e., boxing, judo, wrestling) are closely related to other sciences such as physiology and psychology. The Soviets believe that the methods of teaching CMS have a definite relationship to physiology of the higher nervous system. Pavlov's theories of "conditioned reflexes," of the "second signally system" and of "dynamic stereotype" are just a few of the examples. Each of these interrelated theories have a direct relationship to the teaching of complex motor skills.

According to Pavlov, habits are conditioned reflexes performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material pupils study as one of the means of inculcating habits. Pavlov showed that man's higher nervous activities are the function of a special system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the "second signally system." However, in the past several years the stimulus response theory (as applied to education) has begun to be criticized by psychologists, students and teachers. As a consequence of this criticism, the cognitive code learning theory has been proposed as a possible alternative to the traditional conditioned response method. Cognitive code theorists believe a CMS is more than a system of habits which can be formed through repetitive drill. These theorists hypothesize that CMS is a specific system and the learner should know how this system works. The author believes that with the New School Reform Bill being instituted in September, 1984, that some key concepts of the cognitive code theory will be instituted into instructional strategies of teaching complex motor skills. Historically, the instructional strategy utilized to teach CMS in Soviet textbooks and syllabi has been discrete concept sequencing. Its basic design is as follows:

Explanation

— Teacher teaches each CMS one step at a time and never teaches the whole motor skill or reemphasizes any particular step. Teacher modeling was utilized after the students practiced each step.

Sequencing

— Teach step 1 — practice step 1 — teacher modeling — review step 1 — teach step 2 — practice step 2 — teacher modeling — review step 2 — teach step 3 — practice step 3 — teacher modeling — review step 3 — practice the whole CMS by combining all three steps

It is imiportant to remember that Article 25 of the New Constitution reads:

". . . . in the USSR there is a uniform system of public education, which is being constantly improved, that provides general education and vocational training for citizens, serves the communist education and intellectual and physical development of youth, and trains them for work and social activity" (Lisovsky, 1983).

Hence, in order to best accomplish their educational objectives, the Soviets utilize discrete concept sequencing (DCS). Through research and evaluation they have concluded that teaching CMS utilizing DCS best enhances the dictates of Communism.

USA

In the USA there is no federal standardized program with regard to curriculum theory or instructional strategies. For the most part the responsibility for selecting curriculum materials, textbooks and instructional strategies is a cooperative effort on the part of the local school board, administration and teacher.

Historically, we have utilized a combination of DCS and CCS when teaching complex motor skills. It is customary to teach entry level students using DCS and as the students progress in ability the instructional strategy moves closer to CCS. The following is the basic design for teaching CMS utilizing CCS:

Explanation

— Teacher teaches each CMS as an organized whole from beginning to end at one time, not as a series of separate responses. Teaching modeling is utilized after the students practiced each CMS.

Sequencing

— Teach whole CMS — practice whole CMS — teacher modeling — review whole CMS — teach whole CMS — practice whole CMS — teacher modeling — review whole CMS — teach whole CMS — practice whole CMS — teacher modeling — practice whole CMS in its entirety

SUMMARY

Numerous philosophical differences exist between our two educational systems. The Soviet system, philosophically at least, does not believe in intelligence quotients. Therefore, students are not separated according to ability levels, nor do teachers (relying on IQ tests) tend to expect more of certain children than they do of others. From an American point of view, this concept might put too heavy a burden on those students we think of as slow learners, but it has the advantage of not condemning to medocrity those who have not scored well on predictive examinations.

Another major difference in Soviet education is what seems to us an extreme uniformity of courses and curriculum and a resultant lack of choice on the student's part. All secondary school pupils must take chemistry, physics, mathematics, physical education and other prescribed subjects. There are special schools that emphasize certain subjects, but this emphasis is mostly in addition to the regular curriculum.

Also, the people who work in education in the USSR do so under very tight supervision so that extremes in teaching method tend to be eliminated. It is interesting to note that approximately 20 percent of teachers are communist party members, compared to nine percent of the total adult population.

One of the fundamental principles of public education in the USSR is equality of all citizens in receiving an education, regardless of nationality, race, sex, religion and social and property status. For the most part, this principle has been consistently observed in the Soviet Union. With over 100 different nationality groups spread throughout 15 republics, the Federal Ministry of Education has standardized curriculum to the extent that everything from unit planning to the specific method of teaching is uniform. They perceive this standardization to be consistent with Marxist-Leninist communist ideology on the development of the individual and on the close unity of cognitive, physical, labor, moral and education which is the scientific basis of the system of physical education in the USSR (Shtykalo, 1984).

On examining numerous physical education and sport methods textbooks it is apparent that the Soviets utilize DCS throughout their instructional system. Again, this allows for everyone to essentially learn the same material at the same pace. It is consistent with Marxist-Lenin political ideology.

In comparison, in the USA the individual teacher of physical education and sport has an unlimited selection process. Individuality and personal preference are inherent characteristics of our free democracy.

CONCLUSION

A very interesting observation was made by Dan Gable, coach of the 1984 U.S.A. Olympic Wrestling Team, after observing the third and final USSR-USA dual meet in April, 1984,

". . . . they're like a mechanical person, they react to a certain situation, like programming . . . what you got to do is throw their program off. Got to do something to make them panic. Take them out of their line, and they can't react; they'll fold on you" (Good, 1984).

Gable further observed that Soviet wrestlers are

". . . . almost like robots, and might be unable to adjust to setbacks at the Summer Olympics in Los Angeles" (USA Today, 1984).

I believe these comments are especially noteworthy. It is evident that the major weakness of the Soviet system, is that the teacher is committed to utilizing one specific teaching (DCS) strategy. This strategy affords minimal latitude for the development of innovativeness or imagination. Everything is committed to memory.

Since all students are taught the same material at the same pace, the Soviets allow little or no room for error. They emphasize perfection. In comparison, students in the USA are afforded the opportunity to learn through a combination of teaching styles (CCS and DCS), and have a tendency to perform a CMS in a more aesthetic manner and with a higher level of innovativeness, individuality and imagination. It is important to remember that the purpose of the Soviet educational system is the total indoctrination of each student into the Marxist-Lenin Communist ideology. Through research and experience they believe this goal can best be accomplished by utilizing a DCS pattern in teaching all subject matter including complex motor skills.

In the USA we enjoy an appreciable level of continuity of instruction which legitimately serves to insure that the vast majority of students have mastered a given amount of material. This seems to be a more stable base than the Soviet system where content and presentation of all academic disciplines follow basically the same format. Our national and/or district test norms provide qualitative evidence to assess and modify learning in our classrooms,

where in the Soviet system all evaluations are administered and approved at the federal level.

Finally, in the USA our goal is to provide a quality program that satisfies the goals of the communities where we teach, whereas, in the USSR, the primary goal is to prepare students for labor and defense of the Motherland.

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Dr. Kenneth M. Cox is professor of HPERA at Lock Haven University and a Soviet scholar in comparative physical education and sport. An internationally recognized authority in combatives (boxing, judo, wrestling), the author was a finalist in the 1956 U.S. Olympic Wrestling Trials. He had a 23-year coaching record of 225-94-7 in interscholastic and intercollegiate wrestling. A former ranked amateur boxer, Dr. Cox currently coaches the nationally ranked Lock Haven University boxing team. The author is also a holder of the black belt in judo.

utilizing the videotape recorder in coaching

by KENNETH COX
and JAMES KLINE

Ken Cox has authored seven previous articles for Coach and Athlete on interscholastic and intercollegiate wrestling. An assistant professor of health and physical education and head wrestling coach at Saint Cloud State College, St. Cloud, Minnesota, Ken is currently on a year's leave of absence studying toward his Doctor of Philosophy degree in Education and serving as a pre-doctoral teaching assistant at the University of Washington. Ken is currently vice-president of the NAIA Wrestling Coaches and Officials Association and serves as a voting member of the United States Olympic Wrestling Committee.

The co-author, Jim Kline, a 1967 graduate of Portland State College, Portland, Oregon, is currently working on his master of science degree in physical education and serving as a graduate teaching assistant at the University of Washington. Jim is in the process of writing his research thesis in the area of instant videotape replay.

Photo #1

Photo #2

CURRENTLY the Husky winter intercollegiate athletic teams are off to one of their greatest starts in history. This, in part, is because of a new innovation late this fall at the University of Washington. The purchase of two videotape recorders is aiding the players and coaches during their practice and competition. Practices and competition filmed on videotape are re-shown as "instant replays", thus enabling the Huskies to instantaneously view their performances.

On returning from a recent tour of Japan, Dr. Eric L. Hughes, associate professor of physical education and gymnastic coach at the University of Washington, introduced to the health, physical education, recreation, and intercollegiate athletic departments, the tremendous potential of the videotape recorder as a teaching and coaching device. Dr. Hughes personally witnessed the Japanese Gymnastic Olympic team using the videotape recorder to great advantage. Two similar devices were purchased with the permission and cooperation of Athletic Director, James D. Owens, and Health and Physical Education Chairman, Professor G. Spencer Reeves. Both videotape recorders are maintained through William A. Sourwine, chief engineer of the University's closed circuit television (C.C.T.V.) department, who is responsible for setting up teaching aids in classrooms, lectures halls, and laboratories. Theory and techniques for utilization of the recorders were obtained from Dr. Gerald M. Torkelson, Professor of Education and Director of Learning Resources.

Dr. Hughes is using one of the recorders in his own version of instant replay. After a gymnast performs a stunt or routine, he immediately goes over to the machine to see how he could further improve his performance. "The beauty of this thing is that you can keep using the same tape over and over," said Dr. Hughes. "It's so simple that you can learn to use it in a two-hour training session, and for less than the price of a roll of film, you tape, view, study, and then tape again in a continual process." Hughes further commented, "It's of great help. At first I thought I would want to use it every day, but now we don't mostly because it slows down the training sessions."

Dr. Hughes has scheduled a "videotape meet" with the University of Illinois, who also is using a videotape recorder. The Huskies will tape their portion of a meet against the Seattle YMCA and in the same way the Illini will tape their portion of a meet against the University of Indiana. The tapes will be sent to neutral judges in Chicago to be scored.

Basketball coach, W. M. (Mac) Duckworth has found his own use for a recorder. "I think that it is a tremendous teaching aid. Not only do we get

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VIDEO TAPE

(Continued from Page 24)

a chance to coach the player, but he gets to see himself too. We use the machine three days a week, but film team things rather than individual performances." Basketball players take a look at the previous week's tapes on Mondays, hear lectures, get graded by the coaches, and go out for another week on the court. "You can tell a boy a dozen times he's not rebounding properly," Duckworth said, "but when he sees his error on the monitor it sinks in. He can make his own self-evaluation and can see what corrections he has to make."

James A. Smith, energetic varsity wrestling mentor, believes the machine has greatly improved his team's performance and individual technique. The authors are currently being assisted by Smith in conducting a research study as to the feasibility of utilizing the videotape recorder in judging wrestling in A.A.U., international, Olympic free-style, and Greco-Roman competition.

Practically every winter sport is making use of the taping device. Head coaches, Stanley J. Hiserman, Indoor Track and Field, John D. Tallman, Swimming; Robert W. Buckley, Diving; Dr. Norman F. Kunde, Volleyball; Robert J. McGavin, Rugby; Les N. Day, Hockey; and James Crockford, Skiing: "The coaches are real enthusiastic about it, and believe it has tremendous potential from a teaching and coaching point of view," said assistant athletic director, Joseph L. Kearney.

According to the coaches, the athletes see for themselves the hairline difference between perfection and mere excellence. At first the athletes were a little self-conscious when they knew they were on camera. However, after their initial exposure to the recorder they have adjusted amazingly to it.

The two recorders purchased are of different sizes, but both are medium mobile closed circuit television units consisting of a camera with a zoom lens, recorder, monitor, tape, and other accessories including a camera tripod, microphone and stand, plugs, and cables. These smaller portable type units have some of the following immediate features:

1. Stop action.
2. Slow motion.
3. Instant replay.
4. Sound.
5. Accessibility and easy movement.
6. Tape can be used almost indefinitely.
7. Teaching and coaching aid.
8. Judging device.
9. Promotion and public relations.
10. Scouting.

Other additional features which allow the coach to explore with this recorder a whole new dimension in instant sight and sound recording, are:

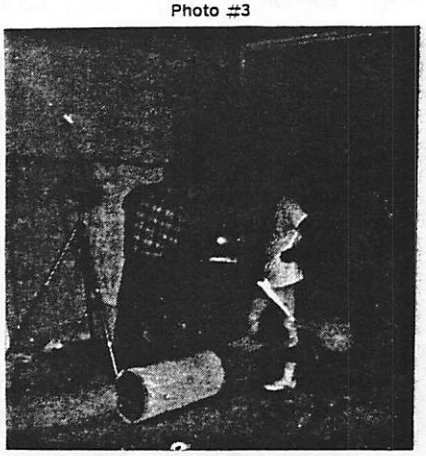
1. Tape live presentations, shows, or performances right in your own office, classroom, or teaching and coaching area.
2. Watch any regular UHF or VHF television programs, taping the picture and sound of your favorites.
3. View pictures transmitted directly from your closed circuit camera, bypassing the tape recorder.
4. Connect several monitors together for multiple display, live or recorded action.
5. The lessons can be played back immediately. No time consuming developing process is necessary.
6. The quality of the playback is superior to 36-mm film.
7. The tape can be partially or completely erased and used again for many additional recordings. The tapes can be played from one hundred to two hundred times before their quality is diminished.
8. Videotape can be easily spliced and repaired.
9. Any part of the video track can be erased and recorded. In case of audio problems, it is also possible to erase the audio track separately, and tapes can be transformed from one tape to another.
10. Videotape recorded lessons are easily duplicated.
11. Videotaped lessons can be played back to different classes within a very short period. A lesson taped at nine o'clock can be played for the following ten o'clock class.
12. Camera can use any one of three lenses:
    (1) Telephoto
    (2) Wide-Angle
    (3) Intermediate (zoom)
13. Most tapes are interchangeable.
14. An electro-voice can be attached to the recorder to assist in picking up specific sounds.
15. A library of videotapes can be accumulated for class and team instruction and extra class use as a means of independent study.

Experts in educational technology tell us that the basic learning concept is that all learning is, in the final analysis, a process of self-instruction. The instructor presents data, conducts experiments, displays artifacts, demonstrates techniques, answers questions, and attempts to stimulate interest. The learner, if properly motivated, absorbs these varied stimuli, stores data in his memory, and performs evaluative and analytical mental operations upon the stored data. This is the learning process.

Extensive experiments, dating back more than a decade, have shown that the use of television as a teaching media can add significantly to the depth and scope of the teaching experience

(Continued on Page 34)

Photo #3



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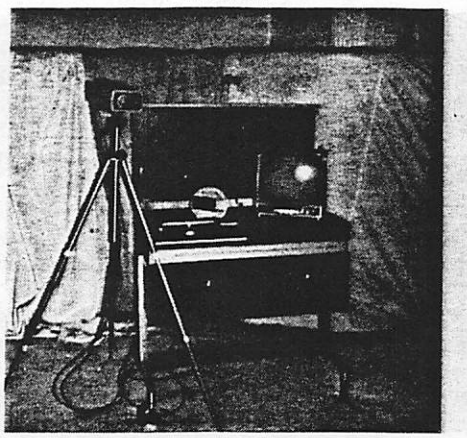

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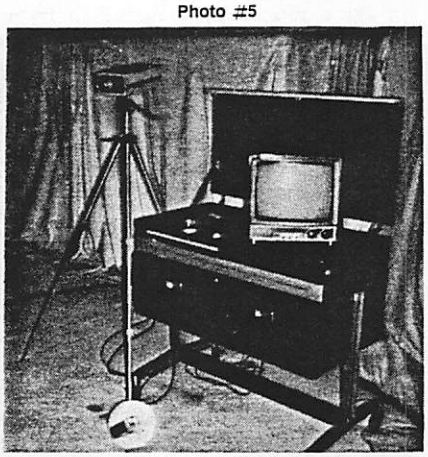

VIDEO TAPE

(Continued from Page 30)

Videotape replays of learner activities and responses provide the opportunity for self-analysis and for constructive criticism by instructors or peer groups. Pre-recorded tapes, carefully prepared, can provide more intensive and effective teaching than the effective classroom technique. Finally, and perhaps most importantly, the use of television as an instructional media can generate an excitement and feeling of involvement on the part of the learner that provides a high order of interest, stimulation, and motivation.

Coaching and teaching by videotape neither avoids or invents the major problems of education, but it is able to accomplish wonders in visual and auditory enrichment of the course content, and offers new and exciting possibilities for the imaginative teacher and coach to exploit.

Although videotape recording equipment and videotape are more expensive at present than audiotape and recorders, the great educational value in both seeing and hearing recorded information holds promise of justifying the additional cost. Most important, of course, is the fact that when students and athletes hear and see themselves as others see them, they can be helped to make honest and accurate self-appraisals to guide and motivate them to improve their performance.

College football has ruled out such gadgets as game-day coaching aids, principally because all schools have not been able to afford the equipment. No such legislation, however, applies to other (N.C.A.A., N.A.I.A., or N.A.A.U.) sports.

Declining prices on the equipment eventually may encourage a revision of the football ban. The two videotape recorders used here at Washington are in different price ranges. The larger console unit (see photos 1 and 2) with all accessories which uses one-inch tape can be purchased for approximately $10,000. The smaller mobile unit (see photos 3, 4, and 5) using one-half inch tape has a cost range from $1,000 to $3,000.

In conclusion, the authors believe the videotape recorder will revolutionize teaching and coaching techniques. The possibilities and potential of the videotape as a coaching device in weight lifting, tennis, golf, boxing, baseball, and other sports is now being realized and appreciated. It is hopeful that Olympic coaches will make great use of the device at their respective training camps prior to departure for Mexico City, in September.

COACHING

In spite of a rise in popularity, there appears to be signs threatening wrestling.

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

Wrestling Promotion: Now or Never?

By Norman A. Palovcsik

The sport of wrestling has never before experienced the overwhelming popularity it enjoys today in the United States! This popularity extends well beyond folkstyle to freestyle, Greco-Roman, and sambo. The NCAA tournament has grown so large that the 1983 and 1984 meets have been moved off college campuses (for the first time) in order to accommodate the capacity crowds which have filled the gymnasiums at Princeton, Iowa State, Oregon State, Oklahoma State and Maryland in recent years. High School state wrestling tournaments are wrestling to full fieldhouses on major college campuses, is evidence of fan appreciation of the sport. In July over 1400 wrestlers from across the nation were drawn to competition at the University of Iowa for the USWF Junior National Freestyle and Greco-Roman Championships. There are thousands of youth programs sponsored to promote knowledge and understanding of the sport. As you can see, popularity in terms of participation and fan appeal has never been greater.

In spite of this rise in popularity, there appears to be ominous signs threatening the smooth operation of the sport. The number one force working against sport in this country is the state of the ecomony. Most athletic programs are funded through tax-supported monies. As a result, high school and college wrestling programs are being adversely affected by budget cutbacks. The 1980-81 season marked the end of wrestling programs at Arizona University, Rhode Island, East Carolina, and Auburn, not to mention the many schools reducing wrestling-related spending. Each institution cited cost of operation as its primary reason for elimination, but was it the real reason? Budget cutbacks are not exclusive to the college level as high school, junior high, and youth programs have felt the

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economic pinch as well. Recently, *Wrestling U.S.A.* carried an article written by former Lock Haven State College wrestling coach Dr. Kenneth Cox entitled, "A Time for Serious Thought." In it Dr. Cox offered numerous suggestions to improve visibility and acceptance of wrestling in America.

Promotion of wrestling would seem to be a necessary goal at this time. Promotion is not a new concept to wrestling in the United States. Wrestling celebrities like Charlie Mayser, Charles Sheridan, ect. pioneered wrestling promotion to set standards for future coaches to follow. Promotion has enjoyed notable success on the local, state, and national levels. In spite of this success, never before has the word promotion taken on a more significant meaning to this sport than now. The responsibility for promotion rests with every person affiliated with it including wrestlers, coaches, parents, officials, and fans. Unfortunately, a very small percentage are assuming this responsibility. We all need to get involved! I mentioned earlier in this article that economics is the number one force working against sport. A force which is running a close second is apathy. It's time to stop talking about it and start promoting.

What can you do to promote wrestling? Locally, one important public relations action is to develop a positive working relationship with the administration within your college, high school or junior high. Like many people in this country, administrators generally do not understand the special needs of wrestlers and coaches. A close relationship will help provide the necessary information to satisfy these needs and help to build a strong program. Another key area of wrestling promotion is media coverage. It is important that local radio and or television and newspapers receive enough information to provide quality, comprehensive coverage. Take the time out of your daily routines to contact the media. Also, the establishment of a wrestling booster club is helpful in supporting the local programs. Other local promotional activities might include mini-clinics during the evenings or weekends; tournaments, meet programs with photos or statistics; and special promotional attendance nights.

On the state level, a newspaper publication can serve to provide communication to unify the various sections of the state. The publication might preview upcoming events, report results, provide an editorial forum for the expression of ideas and suggestions, and offer historical information as well. Membership and active participation in the state AAU or USWF will aid in wrestling promotion during the post-season, summer or preseason periods. Coaches can use their state wrestling coaches associations to promote the sport through a hall-of-fame, scholarship awards, or outstanding wrestler awards. A statewide public television network may be encouraged to provide coverage of the major high school and college tournament such as the states or nationals.

On the national level, a unified letter-writing campaign to the major media outlets such as television networks (ABC, CBS, NBC, and ESPN) and national publications like Sports Illustrated may express the wishes and desires of the wrestling enthusiasts in the country. The former suggestion has been organized and presented by University of Iowa assistant wrestling coach, J. Robinson to all the major areas of the nation. Wrestling is the third leading revenue sport for the NCAA, but the media coverage is ridiculous! The only way to improve coverage is to convince the networks to air more wrestling through your letters and phone calls. The three national wrestling publications, Amateur Wrestling News, Wrestling USA, and National Mat news, provide excellent coverage of wrestling happenings throughout the year, but many other publications could "lend a hand." Membership in the National Wrestling Coaches Association offers a powerful force in instituting change or improving operation of national events.

Regardless of your position, promotion is the responsibility of each individual who enjoys wrestling. In order for wrestling to be recognized as the great sport that it is, everyone must get into the act. It's time to reverse the trend of institutions dropping or reducing spending to wrestling programs. Wrestling does not need an apathetic fraternity, but rather, an active one. Let's do wrestling a favor by taking some positive steps to improve visibility and understanding. In other words, let's stop the rhetoric and initiate the action--now!

Promoting High School Wrestling

By Kenneth M. Cox

Wrestling Coach, Michigan Tech

Here at Michigan Tech there is an all-out campaign to promote amateur wrestling in the 75 high schools of the Upper Peninsula of Michigan, a vast area covering 16,300 square miles and with a population of over 305,000.

Until the fall of 1960, Michigan Tech was the only educational institution which included wrestling in its varsity physical education or intramural program. To offset this, Michigan Tech athletic officials undertook the challenge of promoting high school wrestling in the peninsula through a combination clinic-tournament.

The first annual clinic-tournament last December was a success with representatives from 14 high schools in attendance. During a two-day clinic, major emphasis was placed on coaching techniques and fundamental and basic wrestling maneuvers. The program was climaxed with a novice high school single-elimination tournament which preceded a college dual meet between nationally ranked Mankato State College and Michigan Tech. Both coaches and competitors demonstrated enthusiasm and learned a great deal about a new sport in this, their first actual wrestling experience.

By January, 1963, several of the high schools were engaging in dual meets. At each meet coaches would exchange their knowledge of basic holds and techniques which assisted them in starting their programs.

It was soon discovered that the biggest handicap facing the beginning coach was not, strangely enough, the lack of knowledge, adequate equipment, or personnel, but the absence of trained and qualified officials in their respective areas. In the entire Upper Peninsula, we had knowledge of only two qualified wrestling officials. Qualifications by our standards meant a basic knowledge of the rule book and a limited background in amateur wrestling, either as a coach or competitor.

Tech was immediately called upon to sponsor a wrestling clinic with ma-

KENNETH M. COX

jor emphasis to be placed on officiating. Letters were sent to various basketball, football, and baseball coaches and officials' organizations inviting their members to attend the clinic. In addition, physical education students and interested civic leaders were sent invitations. Two sanctioned referees, Vito Perrone, ex-coach of Michigan Prep champion Lansing Eastern High School, and Dr. Ed Compere, a former Beloit, Wisconsin College wrestler agreed to conduct a one-day wrestling officials' workshop. Over 25 interested officials attended. At this workshop, a wrestling officials' association was organized. Ray Mariucci, a former Michigan State wrestler and presently a teacher in the Kingsford Junior High School, was elected chairman of the new organization.

The Iron Mountain school system agreed to sponsor a similar clinic under the direction of Ray Mariucci in May, 1963, to further train and teach qualified officials. A third clinic is planned for May, 1963, in Baraga, Michigan. It is the hope of the Association to promote high school wrestling through excellence in officiating just as it is the hope of the individual coaches to promote the sport through wholesome and competitive competition for all youngsters.

Regardless of the spectator and participant appeal of any sport (interscholastic wrestling currently ranks as the fifth most participated in sport according to the National Federation of High Schools), qualified leadership and knowledge of the rules must be displayed by those responsible for conducting the activity; especially in areas where wrestling is in its infancy, sanctioned officials' associations and clinics are a necessity.

It is expected that by next season, over ten of the Upper Peninsula high schools will be sponsoring varsity wrestling teams with a Michigan High School Athletic Association sanctioned high school wrestling tournament to be held at Michigan Tech.

Michigan Tech, a college of science and engineering, is only too pleased to devote its facilities and energies to promoting wrestling. The sport is a natural for the Peninsula schools with their limited budgets and long winters.

Letters

Letter to the Editor should be legible and brief or may be edited because of increasing space requirements. Anonymous letters will not be printed and those with signature and address will take precedent over "name withheld letters." Wherever possible questions will be answered by the editor to avoid repetition. All letters are considered, and we encourage criticism.

Domino theory in college wrestling

The "Domino Theory" in collegiate wrestling is very serious! Within the past six months, San Jose, Indiana State, NAU, Tennessee, IUP, etc., have all dropped their programs. Many others are rumored. It's a sad situation for intercollegiate athletics. As editors of our major communication vehicles in the sport, I suggest you encourage the USWF, NCAA rules Committee, etc., to get better organized and make a concerted effort to help one another. Wrestling folks are just too passive in promoting their sport on the collegiate level. It's a fantastic product, but must be sold again at the 'grass roots' level.

I met with a chief administrator at a major institution and it was appalling to discover the little effort (pressure) the wrestling people put into trying to salvage their program. They were one stamp/one phone call/one short walk away from explaining their position to the "policy maker", but failed to do so. I don't know if it's lack of confidence, self-esteem, or limited communication skills, but they just didn't do it. Yet I never met a wrestling coach who didn't love the sport, so I'm confused as to why more pressure isn't on the administrators. Several programs have been saved because of this pressure in the past, and I know it can work.

All I can say is "thank God" for your publication and the many state wrestling publications. It gives our sport the greatly needed written media (at a national level) to disseminate wrestling news. Keep up the 'great' work, the sport couldn't make it today without your hard work and sincere efforts.

On The Go Together,
Dr. Ken Cox
Professor-Lock Haven University

VOL. XXII NO. 6 January 15, 1987

REVERSING THE DOMINO THEORY

Editor

Guest Editor
Dr. Ken Cox, Professor
Lock Haven University

Recently, there have been several very positive happenings reported in the news media which would indicate the domino theory in intercollegiate wrestling is in the process of being reversed. Noteworthy, within the NCAA, are the efforts of head wrestling coach Dan Payne at Northern Arizona University, who raised $33,000 for each of the next three years which guaranteed the continuation of the culturally sick Lumberjack program. Coach Payne proved to the university hierarchy that alumni parents and boosters really care about the sport and are willing to support wrestling financially. Coach Payne will be the first fulltime wrestling coach at NAU in its 26 year existence (NAU Wrestling Chatter, Vol. 86, Issue 1, 1986). This season the Lumberjacks will embark on one of their most attractive schedules in the history of their sport.

Because of the persistence and generosity of multi-millionaire John du Pont, Villanova University will field a wrestling team this winter for the first time in its 120 years of intercollegiate athletics ("Villanova Begins Wrestling Program", AWN, Oct. 6, 1986). Wrestling supporters in Pennsylvania are especially elated that Villanova will field an NCAA-Division I program, wrestling 16 opponents and compete in the Eastern Regional qualifying tournament. According to Villanova president, Rev. John Driscoll, the Wildcats will also give out eleven full scholarships. Matches will be held in the new $15 million du Pont pavilion which also includes a spacious wrestling room. Hopefully, this will encourage arch rival, Temple University president, Peter Liacouras to reconsider the decision he made last May to drop wrestling. Traditionally, wrestling was one of their more successful programs not only at Temple and in the east, but in the nation. Insiders believe he was given inadequate information on which he based his decision to eliminate wrestling and seven other sports, which has resulted in a Title IX lawsuit.

In the NAIA, wrestling supporters at the University of Southern Colorado breathed a sigh of relief when wrestling was one of the remaining sports as part of an overall focusing effort. According to Professor Beverly Moore, who headed a committee on athletics and student life, USC, in dropping six sports, will concentrate on making "Cadillac programs" out of such sports as wrestling, which ranked second in the nation in the NAIA after only three years of existence (Southern Colorado Athletic Director Reorganizes Himself Out of His Job", **The Chronicle of Higher Education,** Sept. 24, 1986).

Also, NAIA wrestling enthusiasts in Bismarck, N.D., were excited to learn that Mary University will not only field its

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Letter From The Editor continued

first football team in the school's history next season, but will also institute a varsity wrestling program in 1988. Because Mary University received a favorable response for inclusion in the North Dakota Conference beginning in 1988, wrestling was chosen as one of the six sports required for conference membership.

Again, all we can say is "Thank God" for the courage and positive attitude displayed by the educational leaders at NAU, Villanova, USC, and MU. These programs may serve as a common denominator for other existing or potential wrestling programs.

It is never healthy in either interscholastic or intercollegiate athletics to eliminate any sport. In these trying times of increased drug abuse and other social problems, our youngsters need more, not fewer, exposures to sport. Hopefully, this negative trend is now being reversed. Finally, I would like to quote from Jesse Feiring Williams, the father of physical education..."A sport for every man, and a man for every sport".

Cover Photo—USA's 1972 Gold Medal Wrestler, American Dan Gable (149.6) against Soviet's Rusl Ashuraliev during the Olympic Games in Munich. Gable received the gold medal and Ashuraliev the bronze. Painting By Brian Schmid.

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Letter from the Editor

A Guest Editorial....
"The Specialization Dilemma"

By Kenneth M. Cox, Ed.D. Professor
Lock Haven University

In response to Tom Elling's (USA State Report, Jan. 15, 1986) I wholeheartedly concur with his observations concerning the specialization dilemma facing wrestling. From all indications, specialization is rapidly becoming a serious problem confronting our sport at all levels of competition, especially at the "grass roots" level. From all indications more and more high schools are forced to forfeit individual weight classes during dual meet competition. Many state associations are concerned with the fact that many junior varsity programs have been eliminated due to the lack of participation.

I believe the problem is twofold. First, many student athletes are being encouraged in stubtle ways by some misinformed coaches to "specialize" in one sport. Secondly, the off-season weight training and power lifting programs organized by football coaches during the winter months are rapidly "sapping" necessary talent from the winter sports ranks.

I would like to take this opportunity to share a specific situation with which I am familiar. I have a personal friend whose six-foot, 230-pound son dropped out of the wrestling program after an undefeated junior high school career. Because he was an outstanding defensive tackle on the football team, the football coach "sold" him and his parents on the idea that he should spend the off-season in the weight lifting program and not wrestling.

The football coach's logic was that the weight program would afford him the necessary physiological advantage needed to become an "All Stater" and consequently guarantee him a football scholarship to a prestigious NCAA-Division I university.

As the college football recruiters began winding down their recruiting efforts in mid-February (Feb. 13th was NCAA signing date), this young lad and his parents have become disillusioned. There were no football scholarships forthcoming in his behalf. His name did not appear in USA Today which acknowledged a conference-by-conference list of high school and junior college football players who signed National Collegiate Athletic Association Division I-A letters of intent. Yet, during the past two years, his high school wrestling coach had to wrestle either a small 185-pounder up at heavyweight or forfeit the weight class. The tragedy here is that the youngster admitted he enjoyed wrestling equally as much as football. However, he was led to believe that "specialization" would enhance his opportunity for a grant-in-aid and eventually a professional football career. Someone forgot to inform the youngster and his parents that less than one percent of all Division I-A football players eventually make it in pro football. Having made a cursory glance of the 1985 edition of **The Complete Handbook of Pro Football**, I recognized over 50 names of former high school and college wrestlers now playing professional football. Perhaps the best known of these is Matt Suhey (State College, PA) of the Super Bowl champion Chicago Bears, considered to be the best blocking back in professional football.

In my professional opinion, youngsters in elementary, junior and senior high school should not be encouraged to specialize. Of course there are exceptions, when a particular youngster only enjoys and gets satisfaction from a particular sport. The smaller schools can ill afford to have specialization in just one sport. We all know of many examples of youngsters who have made valuable contributions in three sports, while performing equally well in the classroom. An example is Todd Boyer, a senior at Blackwell, Oklahoma, High School. Historically, Blackwell enjoys one of the greatest wrestling traditions in the entire nation. Blackwell has developed one Olympian, five NCAA Division I Champion and 15 "All-Americans." Todd will be making his first trip to the state tournament at Oklahoma State University. A regional runner-up at 141 pounds, Boyer is the team co-captain and a three-year starter with a 26-4-1 record this season. This past fall, Todd was selected by the Tulsa World as a first team "All-State" wide receiver.

Todd was team co-captain and a three-year starter in football. In the spring this student athlete also plays shortstop in baseball and led the Maroons to the 1985 state semi-finals. If Todd would have specialized in just one sport, he would have missed the many valuable experiences and associations he gained by being a multi-dimensional individual.

On a more personal note, one of my sons, Larry, was both a UPI and AP "All State" running back in football at Lock Haven, PA, High School. After making the permitted six visitations in football he selected Temple University, primarily because they offered an undergraduate degree in Physical Therapy and would permit him to pursue his second sport, wrestling. During his first two years he lettered twice as a running back in football. However, after his sophomore year he was

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and not to win on points. "The object of wrestling is to pin. Otherwise, it's controlled wrestling. The greatest tragedy in the world is that the U.S. has the greatest nucleus of wrestlers in the world and we do nothing about it. We teach them controlled wrestling. That's why the spectators have been going down, down, down. They want to see more action. International style is action all the way, and if there's no action, there is a penalty. You should see the Americans' enthusiasm at championships outside of the country when they have International style. We gripe that we don't win enough medals, but we don't teach them the right style."

In 1984, the American Olympic Wrestling Team, taking advantage of the Russian team's absence, swept over the competition. "We would not have done so well if the Russians had been there, but we still would have walked away with quite a few. Our boys were really hungry for those medals. We just now had two gold medals at the Freestyle World Championships in Budapest along with two silver and one bronze—and the Russians were there."

It was the first time since 1969 that the United States had won two gold medals in a non-Olympic year. "We're getting there, it's just terribly slow."

Letter From The Editor continued

accepted into the Physical Therapy program which mandated that he take late afternoon science labs. Faced with this conflict he had to make a decision as to whether to continue playing football his final two years or accept admission into one of the few undergraduate physical therapy programs in the nation. After considerable soul searching he selected physical therapy. However, wrestling afforded him the opportunity to continue his education in an athletic scholarship, again displaying the benefits of participating in more than one sport. Ironically, he ended up a four-time NCAA Division I qualifier and established a four-year Temple career record for most victories.

The benefits of multi-participation are numerous, including the carry-over value and transfer of learning from one sport to another. Those who are encouraged to specialize at a young age are often faced with the "burn-out" phenomena currently being researched by sports psychologists.

Finally, the weight limit imposed on heavyweights by both the NCAA and many state athletic associations is forcing many young men to pursue other sports interests. It is not uncommon to find football players on both interscholastic and intercollegiate rosters exceeding the 275-pound limit. For example, Temple's John Rienstra, a 1985 first team AP "All-American" offensive guard and former National Prep School wrestling champion weighs 285 pounds. His teammate and offensive tackle, Eric Coss, the current Temple heavyweight, weighs 278 pounds. Many of these young athletes posses less than 15-18 percent body fat and are being forced out of wrestling. In a nation who prides itself with the most scientific technology in the world, you would think that the NCAA Rules Committee would take the initiative in developing a plan that would accommodate all young men. Perhaps even a "super" heavyweight class could be instituted, so that all young men could enjoy the many positive benefits derived from amateur wrestling. In fact, many of us question the constitutionality of the NCAA 275-pound weight limitation.

ACTION REACTION

"The Heavyweight Class Controversy"

By Dr. Kenneth M. Cox, Ed.D
Professor Lock Haven University

INTRODUCTION

I concur with Finn Ericksen's ("The Responsibility of the Rules Committee," March 1, 1986) comment:

...."It is also well to remember that many spectators consider amateur wrestling the most difficult athletic event to understand especially when many new rule changes are made each year. If an athletic program is to endure, a strong spectator support is important."

With the many serious problems currently confronting intercollegiate wrestling (ex., economic crisis, lack of media attention, impact of Title IX, elimination of programs, conflict between national governing bodies, decline in attendance, rule changes, etc.) I would like to encourage the NCAA Wrestling Committee (NCAA-WC) to immediately consider instituting a moratorium on any further alteration of the existing individual, dual or tournament match rules. In recent years this dedicated rules committee has adopted rule modifications that are proving to have a negative impact on both interscholastic and intercollegiate wrestling. Perhaps their efforts could be better utilized if they would concentrate on assisting in the promotion of sport at the interscholastic and intercollegiate levels. It is not the intent of this column to downplay the importance of the international (freestyle and Greco-Roman) styles of wrestling but to emphasize that our folk style (interscholastic/intercollegiate) must be retained if our sport is to ever again attract both participants and spectators. Without visible intercollegiate programs in every state, wrestling will not be able to gain the momentum it enjoyed through the early 1950's to the mid 1970's.

Too often in the past, the direction of wrestling has been influenced by well-intentioned nonprofessionals (avocationists) who are in position to influence rule changes that are rapidly proving detrimental

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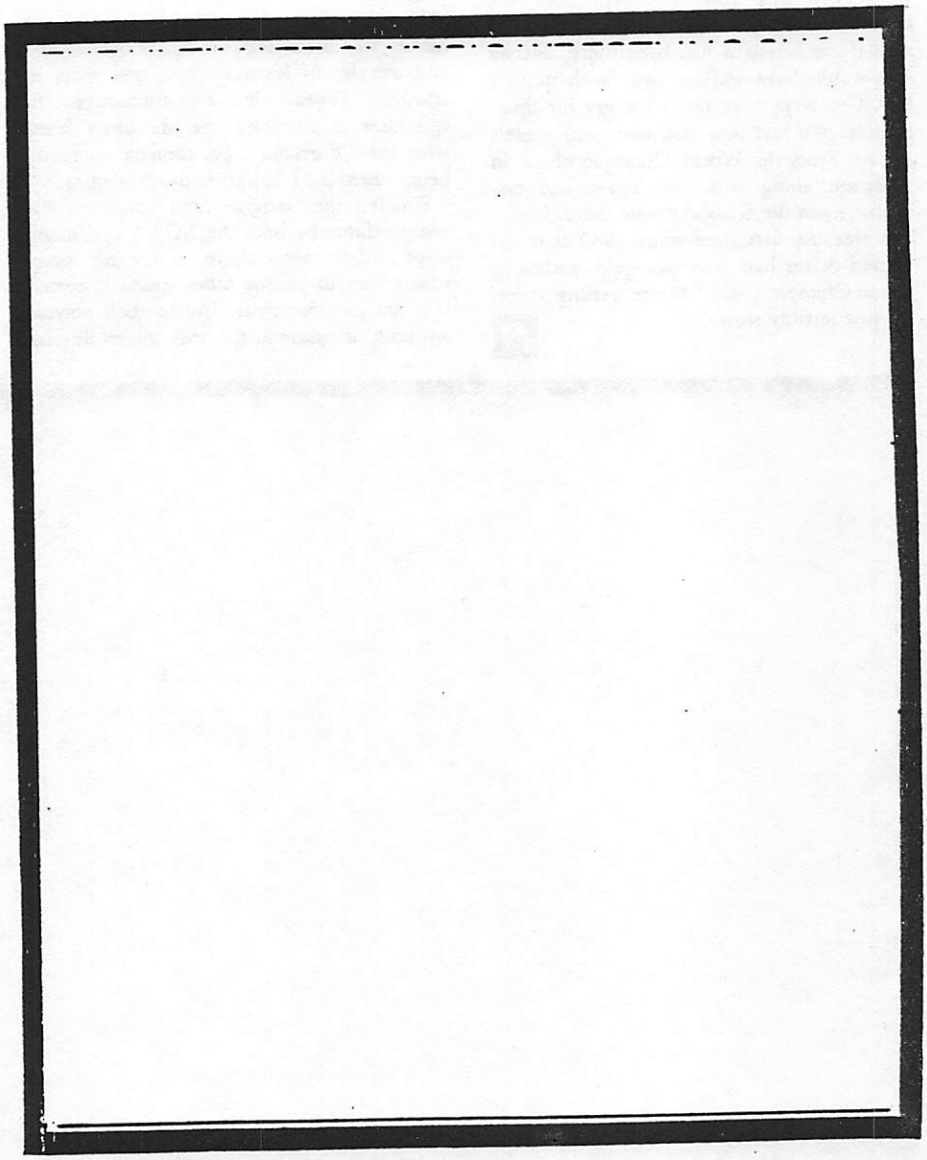


to the welfare of the sport. Educators who are charged with coaching as a vocation in our schools and colleges must exert stronger leadership and greater influence in determining not only the technical rules but also the direction they believe wrestling should be taking in the USA. It is not feasible for noneducational institutions (agency sponsored programs) to be directly involved in influencing rule changes with regard to the existing educational (ex., NFSHSAA, NCAA, NAIA) governing bodies.

Devoting substantial energy and resources to "Beat the Russians" should rest on the shoulders of USA Wrestling and its allied noneducational organizations. The wrestling leadership at the interscholastic and intercollegiate levels might better devote its energy and resources strengthening the "grass roots" base of wrestling. Without a solid foundation from which to build and increase participation and visibility, wrestling will continue to experience difficult times. The fact remains that historically interscholastic and intercollegiate wrestling have been the major vehicle in popularizing wrestling in America. Too often the continued modification of our folk style rules is done in the hope it will increase our performance in the international arena. However, with the recent decline in participation at both high school and college levels, our potential pool of elite wrestlers is in serious jeopardy. Traditionally, our folk style of wrestling attracted all types of athletes who were not limited to specific physiological or psychological characteristics. The sport attracted the "total" athlete. In recent years, it has become extremely difficult to reeducate the spectator and news media with regard to the all too frequent tampering with the rules. It only makes sense that our rules should be modified only after extensive experimental research followed by a thorough evaluation of the objective data. Also, the coaches directly involved in the 12-15 highly successful intercollegiate programs should be directly involved in any rule changes. These highly visible programs serve as a model for other programs to emulate. In order to maintain competitive programs, these successful athletic administrators must be committed to the new era in "Sport Marketing." Constant rule modifications make the innovative, creative marketer and fund-raiser's job virtually impossible.

THE 275 LB. CONTROVERSY

The new 275-pound limitation (Rule 3, Section 1) imposed on heavyweights is just one of many examples of the NCAA-WC not being "in tune with the times." For example, after examining the 1986 NFL College Draft, I was not surprised to discover that seven of the 28 first round picks weighed in excess of 275 pounds (USA Today, 4/30/86). Brian Jozwiak, a 303-pound All-American offensive tackle from the University of West Virginia was the heaviest. As a matter of record, five players drafted in each of the second and third rounds exceeded 275 pounds. It was not surprising that the 20 players who weighed in excess of 275 pounds and drafted in the first five rounds were projected as either offensive or defensive

linemen. Several were recognized as possessing outstanding prep wrestling credentials. The second player drafted was two-time All-American Tony Casillas, a 279-pound defensive tackle from the University of Oklahoma. According to the Blesto Pro Football Scouting Combine, future interior linemen who weigh less than 265 pounds will be the exception rather than the rule. With the availability of sophisticated weight and strength training programs, the day of 300-pound linemen who possess minimal body fat, excellent speed and quickness, adequate power and endurance will be commonplace in both the NFL and USFL. It is interesting to note that the American male, in general, is increasing in both height and weight as evidenced by the AMA's latest report indicating that the average American male now weighs in excess of 170 pounds. It is common knowledge that the American athlete is increasing in muscle mass, strength and power. Many talented athletes in the power and strength sport (ex., shot put, discus, hammer throw, judo, etc.) currently exceed the 275-pound limitation imposed by the NCAA-WRC. One of our nation's top power lifters, 30 year old, 6'6", Craig Young, competed at 360 pounds at the 1986 U.S. Power Lifting Federation Nationals at the Marriott-Dallas/Ft. Worth Convention Center (USA Today, 6/6/86). This past spring college recruiters discovered a significant number of "blue chip" high school football recruits who exceeded 275 pounds. Probably 278-pound offensive lineman Larry Medice, the Oklahoma Sooner's top recruit, is the most notable.

Wrestling traditionally has had to overcome many myths and prejudices. Many of us from Pennsylvania still remember in the 1940's and 1950's where there was a 185-pound ceiling imposed on interscholastic wrestlers by the PIAA. During the 1950's and 1960's we also had the 115 and 190 pound weight classes as optional weights for college dual meets. Fortunately, the wrestling leadership made every attempt to maximize participation regardless of race, color or size. During the 25-year growth spurt (1950-75), advocates of wrestling were quick to point out that the sport was unique because youngsters of all sizes and shapes could excel.

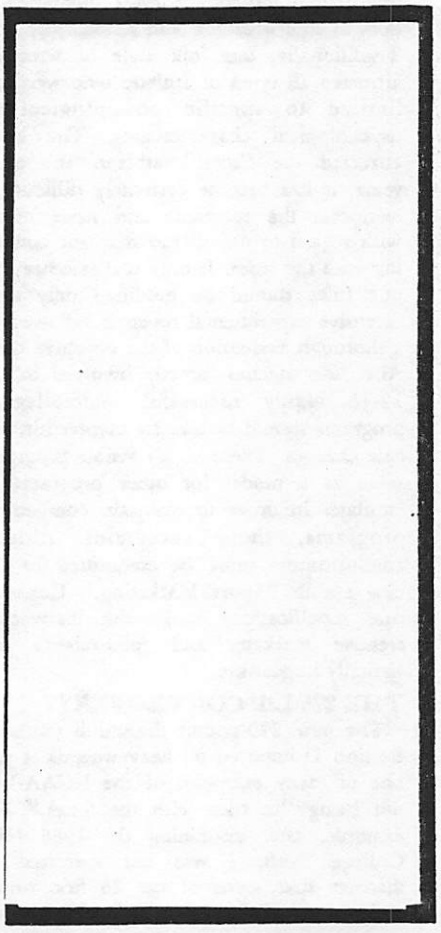
The tragedy with the newly imposed heavyweight limitation is that many of the individuals who have made positive contributions to our sport in terms of visibility and popularity would, by today's standards, be judged ineligible. A prime example was the personable 400-pound Chris Taylor, who along with former Iowa State teammate Dan Gable, stand out as perhaps two of America's most recognized wrestling personalities. They captured the imagination and heart of both the American sports fan and media alike. Chris, to wrestling fans, was the equivalent of the Chicago Bears 320-pound William "The Refrigerator" Perry to football fans. To deny athletes like Jimmy Jackson, Tab Thacker or 475-pound Emanuel Yorbrough or, for that matter, in my era, 330-pound Bill Kerslake, Hallow Wilson and Allison Henson, who had chosen wrestling for their sport, not allowing them to do so would have been unconscionable. On the interscholastic level, a prime example is the case of Oklahoma heavyweight Mike Porter, 375, of tradition rich Perry, and a pre-season pick to win a state title, was ruled ineligible this past season (senior year) because of the new 275 cap on heavyweights. His coaches, All-American Steve Randall, Fred Waldtermire and athletic director Leonard Shelton were saddened because they could not financially afford to pursue this blatant discrimination case in our courts.

Traditionally, in a free democracy the ultimate objective of amateur sport is the freedom to participate. Therefore, instituting the 275-pound limitation is without a doubt counter-productive to our nation's cultural heritage. A cursony glance at the past 20 NCAA heavyweight champions indicates that approximately 50 percent were considered to be "small" heavyweights. Many were inflated 190-pounders from the previous years. Both 1986 NCAA champion Kirk Trost, Michigan, and runner-up John Heropoalos, Iowa State, are prime examples of former 190-pounders. You can rest assured that America's 265-pound Bruce Baumgartner, who is the premier heavyweight in the world today, would still retain that distinction with or without a weight limitation.

It is inconceivable that the NCAA-WRC who has unlimited resources (body fat formulas, genetic tables, muscular/skeletal charts, sophisticated computerized physical examination procedures, etc.) and expertise at its disposal, could not satisfactorily resolve this heavyweight dilemma, so that maximum participation would be guaranteed. It would be especially interesting to see this discriminatory rule challenged in our state and federal courts. Futhermore, I would like to examine the NCAA-WC objective evidence proving that there traditionally has been a higher incidence of injury in the unlimited class than in any other weight classification. Recently, an NCAA-WC member commented that the rule was adopted primarily to protect the safety and health of the "obese" heavyweight. Needless to say, he did not have a working definition of "obesity." Assuming this was the primary reason for adopting this rule, I still contend that these supposedly "obese" athletes still gain to derive equally as much or more benefit from the rigors of our great sport as any other wrestler. The elimination of these young men from the sport seems grossly unfair in a society which prides itself in equality. Many of these young men will now become welcomed additions to other sporting activities (ex., judo, weight events, softball, football, etc.) It stands to reason, that wrestling's loss will be another sports gain.

CONCLUSION

With New School Reform legislation being implemented in all 50 states, there never has been a more opportune time for wrestling coaches to communicate their concerns and desires. A "ground swell" at the "grass roots" level by coaches is vital in order to communicate the desires and wishes of the profession to the NCAA-WRC. Utilize your state publication (ex. PA Wrestling Roundup), your national publications (ex., Wrestling USA), and your local, state and national coaches associations as vehicles to express your opinion. If interscholastic and intercollegiate wrestling is to retain its stature in the school's curriculum, it is paramount that coaches at all levels not only share their experiences and knowledge, but more importantly cooperate in actively promoting this GREAT SPORT.



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Overtime—No Rest "Sudden Death"

I'd like to add a comment to Ken Cox's article in which, among other things, he stated "spectators consider amateur wrestling the most difficult athletic event to understand, especially when many rule changes are made each year".

My suggestion is to eliminate the overtime section in the rule book. When a tournament match ends tied the answer is "NO REST–SUDDEN DEATH".

I have used this method to determine overtimes in many tournaments we have had at Springfield College and it has proven to be very exciting and highly acceptable to spectators, coaches and especially the wrestlers.

Thanks for publishing a very interesting magazine "Wrestling USA". Good luck to you with your job and remember to "keep smiling".

Doug Parker
Springfield College

a new and exciting olympic sport...

TEAM HANDBALL

By DR. KEN COX and GARY LININGER/LOCK HAVEN STATE

DR. KEN COX

Dr. Ken Cox is an associate professor of health and physical education and head wrestling coach of the nationally ranked Lock Haven, Pa., State College "Bald-Eagles." A much sought after banquet speaker and lecturer, the popular mentor is a past contributor to Coach and Athlete and presently serves as a member of Coach and Athlete's Advisory Board. Coach Cox earned his Doctor of Education degree at the University of Washington. He is also an athletic and recreation officer in the Pennsylvania Army National Guard.

GARY LININGER

Gary Lininger is assistant physical activities director at the Lock Haven YMCA. A former Lock Haven State wrestling star, Mr. Lininger currently serves as chairman of the New Programs Committee of the YMCA's central area. Gary also serves as chairman for the Pennsylvania Association of Team Handball in the central district. Mr. Lininger did his undergraduate work in physical education at Lock Haven State.

For years team sports such as baseball, basketball, football, hockey, and soccer have enjoyed national prominence. We predict that the popularity of a new and exciting sport called "Team Handball" will rapidly spread across the nation. Played on a surface similar to a basketball court with soccer goals and utilizing a ball the size of a cantaloupe, this sport has some of the similarities of football, basketball, and soccer in that it's rough, quick, and requires precision play. Its recent growth in this country has been attributed to the efforts of the U.S. Army and its reserve components. This past year the Army adopted "Team Handball" as the principle sport in its One-Army program called ARMY CHAMPS.

Since 1924, when the international rules of the game were introduced, Team Handball has become increasingly popular as an amateur sport and is played in many countries all over the world.

Through the efforts of American pioneers such as Dr. Peter Buehning, Chairman of the United States Olympic Handball Committee and President of the United States Team Handball Federation, the sport was introduced into scattered locales around the nation. Now, for the first time, the International Olympic Committee has included Team Handball in the program of the 1972 Olympic Games to be held in Munich, Germany. The United States Olympic Team Handball Committee has high hopes of entering a competitive team composed of military and civilian personnel in the 1972 Olympic Games. This team will be determined by a national tournament.

Inasmuch as athletic coaches and physical educators are constantly seeking different activities which will project new enthusiasm into their programs, Team Handball offers an excellent opportunity for developing physical fitness and team play, and at the same time supplying a "change-of-pace" from the normal routine.

Since the sport was new to most American youth, the Army instituted a promotional drive at popularizing Team Handball. Officials of the local National Guard unit requested the YMCA to implement the sport into its summer physical activities program on a trial basis. After several organizational meetings between YMCA and National Guard officials, the sport was given the "green light." Guard officials agreed to supply equipment and technical advice, and the YMCA furnished the players, coaches, and playing area.

During the trial period three teams composed of boys ranging from 13-17 years of age were selected. Each team consisted of seven players. After three practice sessions, the teams competed in a round-robin tournament. At the conclusion of competition, a focused interview with players from each team was conducted to ascertain their attitude and opinion relative to the feasibility of Team Handball. The players unanimously endorsed the sport, and recommended that the activity be instituted in the YMCA fall-intramural sports program.

After a thorough investigation of the literature available on Team Handball, amounts of instructional information were available. A bibliography is included at the conclusion of the article.

Team Handball is readily adopted to all phases of the physical, recreation, athletic and intramural programs. It can also be played as a co-educational activity. The rules are simple, easy to learn and team play is not too complicated. Played in a gymnasium or outdoor field area, the official court can be conformed to your present facilities. Provided home constructed goal posts ($60.00) are utilized, the only additional required expense is the ball ($20.00), making the sport relatively inexpensive.

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A Handball team consists of 12 players, 10 of whom are court players and two goal-keepers, but only six court players and one goal keeper play at a time. Remaining team members sit in a substitution area and are permitted to enter the game without restrictions as to time as long as a player first leaves the playing court.

A Team Handball game is played in two 30-minute halves with no time-outs permitted. A player may advance the ball by dribbling basketball style or by passing. He can take a maximum of three steps with the ball and when not dribbling cannot retain possession for more than three seconds. A goal is scored by throwing the ball into the net and counts one point. The following is a brief description of the rules:

SUMMARY OF RULES AND REGULATIONS

I. Playing Field and Equipment
- A. Rectangular Area: 147′x73′ maximum size; 126′x60′ minimum size; 131′4″x65′8″ recommended international and national playing field.
- B. Crease: One-half circle which is around each goal with a distance of 25′ from endline
- C. Goals: Two 9′10″x6′7″ goals with netting as back
- D. Ball: Spherical rubber bladder with leather casing. Weights: 17 oz. for men; 11½ oz. for women and juniors. Size of ball: 22″ maximum and 21¼″ minimum. Two balls must be available for each game.

II. Length of Game
- A. Playing times
  - Mens: Two periods, 30 minutes, with an intermission of 10 minutes
  - Juniors: Two periods, 25 minutes, with a 10 minute intermission
  - Womans: Two periods, 20 minutes, with a 10 minute intermission
- B. Tie Game: Two overtime periods at end of game after five minute intermissions. These periods, five minutes long, are played with no intermission. In Juniors and in female play, the periods are three and one-half minutes long
- C. Time lost: Time lost during first period is made up during second period. The same is enacted for overplaying a period.

III. Scoring
- A. Goal scoring counts one point if scored by one man or a combination of men. The ball must pass into the opponent's goal, passing goal line between goal posts and under crossbar.
- B. No infraction of rules may occur during scoring
- C. A goal scored in one's own goal is always to the advantage of the opponent

IV. Players and Substitutions
- A. Players: Each team consists of 12 players (10 court players and two goal keepers) of which seven players (six court players and one goal keeper) may be on the playing field at the same time. The remaining five players are substitutes and may enter the game when the play is stopped. Players that are goal keepers cannot become court players, but court players may substitute for goalkeepers and may at any time become court players again.

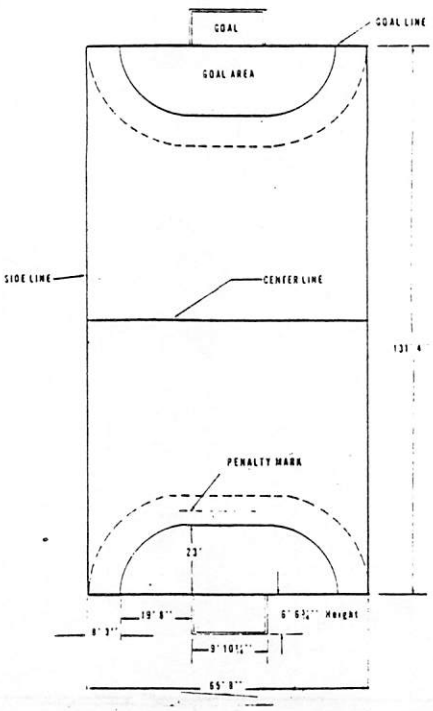
V. Officials
- A. Controlled by two referees, assisted by a secretary and timekeeper
- B. The two referees act as goal referees, during which time they are to observe field play for penalties and signal goal and penalties at goal area
- C. Referees have right to warn or disqualify players before game starts, during game, or after game
- D. Should both referees signal a penalty simultaneously, but of different severity, the more severe penalty is enforced

VI. Playing Regulations
- A. Putting the ball into play: Play is started by a free throw-in by the team winning the toss of the coin at the beginning of the game. The throw-in is done at the sideline near the center line of the field, the team must wait for the referee to blow his whistle before receiving a throw-in. The team in possession of the ball moves it down field to their goal area. While moving the ball down field to the goal the players may dribble or be penalized. When stopped at any point on the playing field, the player in possession has three seconds to pass the ball away. (When passed away the ball becomes a free ball.) If the ball should go out of bounds the team in possession, last, losses the ball. During play each player has the option to run or throw the ball, should he stop with the ball and be dribbling the ball he can take only three steps from the point at which his motion stopped. (Lifting the foot at this point and placing it back in the same position is considered a step.) From here the player takes his three steps and passes the ball to a teammate.

VII. Technique and Fundamentals
- A. This sport is played with a great deal of ease, but the game requires practice. Team Handball is a sport where body size and weight is not of great importance. Speed, throwing ability, overall body coordination, and catching ability, along with competitive drive are the main assets of a Team Handball player. Keeping the ball moving constantly and keeping the defense off guard when on the offensive, and to maintain a constant pressure on your opponent while on the defensive is important. Prevent them from passing and moving to their goal then get the ball and score. Move the ball on offense and pressure on defense.

VIII. Throws
- A. Referee Throw: Executed by the referee, the ball is rolled vertically on the ground and no player may be within 10′ of the ball at the time of the throw.
  1. Referee throw is used when infraction occurs by both teams simultaneously.
  2. Referee throw is used when

REGULATION PLAYING COURT FOR INTERNATIONAL GAMES



play is interrupted for some reason other than a penalty.

B. Penalty Throw: Executed at penalty mark in front of goal, the player executing the throw must not touch or cross penalty mark.
   1. Penalty throw is used when opposing player enters his area for defensive purposes.
   2. Used when player intentionally plays ball into own goal and the ball touches the goalie.
   3. Used when faulty substitution is committed on playing field or in goal area.

C. Free Throw: Executed for infraction of playing rules. Free throw is used where infraction occured.
   1. Used for unsportsmanlike conduct.
   2. Infraction of: Referee Throw; Penalty throw: Free throw; Throw-off; Corner Throw; Throw-in; Throw-on.
   3. Infraction of goalie
   4. Infraction of court player
   5. Faulty substitution
   6. Intentional playing a ball out of bounds

D. Throw-off: Executed by goalie from his goal. Throw-off may be taken in any way preferred by goalie.
   1. Throw-off is used when ball passes over or by goal line either in the air or on the ground having been touched by attacking team or goalie.
   2. If the ball is thrown into goal of opposition by means of throw-in, throw-on, or throw-off.

E. Corner Throw: Executed by any fielder from the corner of the playing court. Both feet must be touching the ground at corner of court until ball leaves player's hands. The corner throw must be taken within three seconds after referee's signal.
   1. Corner throw is used when ball passes out side playing court when attempting to score goal.
   2. Throw goes to defending team unless last touched by defensive player.
   3. Corner throw does not apply to goalie in goal area.

F. Throw-in: Executed from outside of sideline; the thrower shall face the court and having both hands on the ball deliver the ball into court play with a toss from over the head. Both feet must remain on the ground while executing the throw-in.
   1. Throw-in is used when ball crosses sidelines on the ground or in the air.
   2. Throw-in will be executed from where ball crosses the sideline. Throw-in will be done by team not in possession of ball at time it crossed sideline.

IX. Playing Hints
   A. Practice ball dribbling
   B. Learn the requirements for field and goalie
   C. Devote 15 minutes' practice to blocking, passing, dribbling
   D. Practice with teammates to improve your play unit: attack, defense, and goal area play
   E. Never rush opponent running down field with ball, unless you have mastered body control.
   F. Practice shooting goals from all angles
   G. Aid the goalie but don't crowd him in the goal
   H. Draw the defense out to set up play close to goal
   I. Cut for goal if man guarding you is off balance and the opportunity is offered.
   J. Maintain ball control with dribbling and passes
   K. Back up all passes
   L. Keep the ball on the move

IMPORTANT TERMS

Court Player: Member of handball team actually playing on the court except the goalie.

Goalkeeper: The player who is allowed to play freely inside the goal area to defend the goal.

Goal: A goal is considered scored when the ball passes over the goal line between the uprights and underneath the crossbar of the goal.

Goal Area: The area of the playing court inside and including the goal-area-line.

Goal-Area-Line: The line which is drawn in the shape of a D at a distance six meters (19'8") in front of and on either side of the goal.

Goal Line: The line forming the end of the court which runs between the uprights of the goals and meets the sidelines at the corner of the court.

Free Throw Line: A broken line in the center of the field drawn parallel to the goal at a distance of three meters (9'10") from the goal line.

Dual Refereeing: Two referees per game.

Diving Shot: A means of trying to score a goal by launching the entire body forward in the air to the goal.

Jump Shot: A shot for a goal taken (while in the air) when the player shooting wishes to get above the defending player or inside the goal area to shoot. ■

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Brief Overview:

A Comparative Analysis of Sport as an Academic Discipline in the USSR and USA

by Kenneth M. Cox

INTRODUCTION

In June, 1983, I had the opportunity to be one of 48 North American educators to study Comparative Physical Education and Sport at the world famous Federal Institute of Physical Education and Sport in Moscow, Union of Soviet Socialist Republics (USSR). The study-tour was organized by Concordia University in Montreal, Canada through its International Institute of Comparative Physical Education, and represented the most complete study of the Soviet sports system ever arranged for a foreign group. The study was sanctioned by Soviet authorities under the terms of the Canada-USSR General Exchange Agreement, signed by Prime Minister Trudeau and Premier Kosygin in 1972.

Divided into four study sections according to their own specific area of interest, each section received a basic orientation to the Soviet sports system in either physical education and sport, track and field, weight lifting and strength training, or wrestling. The morning sessions were devoted to traditional class lectures on Soviet organization, principles and theory. The afternoon sessions were devoted exclusively to practical application and observation. Each evening was devoted either to attending cultural and sporting events or in seminar discussion. In addition each educator was afforded the opportunity to research a specific area of personal concern or interest. The area which I selected to study was a comparison of sport, specifically wrestling, as an academic discipline in the USSR and the United States of America. It can be assumed that each of the summer and winter sports on the Olympic agenda are taught as an academic discipline in the USSR.

Currently, in the USA the taxpayer is questioning both the value and importance of sport in our schools' curricula. The ongoing debate as to whether sport should or should not be part of the schools' curricula is a national concern to all physical educators. It is my personal observation that if this serious dilemma is not immediately addressed by educators in the USA, sport, as we have known it in our schools, could be in serious jeopardy. Continued study and research is needed to determine what direct or indirect benefits can be gained through the medium of sport in our schools' curricula. It is imperative that we analyze and compare the educational systems of other societies for possible partial implementation into our own system. Each society should learn from others. Perhaps a new philsophical approach to sport should be developed at the interscholastic, intercollegiate and even international levels in order to justify the enormous expenditure in time, effort and finances.

In researching this interest area, I began with the hypothesis that in the communist Soviet society, sport is perceived as a "reflection of the society in which it is found." To best achieve this concept the Soviet centralized leadership has traditionally developed each sport as a separate academic discipline. This allows for the highest level of scientific investigation to increase excellence in tactical and technical application. I further hypothesized that in our democratic society, sport is perceived as an extracurricular activity with a limited scientific foundation including tactical and technical application.

OBSERVATIONS

USSR

Soviet youth are guided in their choice of preparation for vocation by the concept of being of the best possible use to their country, and this social motivation is essential for all young students of wrestling as well.[1] Motives like desire for material security or a high social position is supposedly totally absent in them. They are taught that every vocation gives an adequate amount of material security and can lead to high honors and a position of dignity. The honorable title of "Hero of the Socialist Fatherland" is granted to Soviet citizens who achieve successes in their chosen vocations. For example, when a youngster first becomes associated with wrestling in either his school's physical education curriculum or at a local sports society (there are 1,400,000 freestyle, Greco-Roman and sambo wrestlers in the USSR) he is indoctrinated into the concept that the sport of wrestling at all levels is a science-based body of knowledge. Wrestling is thought of as a learned and scientific discipline. The Soviet wrestling system is traditionally marked by a deep appreciation of intellectual values. Much of this is based on the teachings of Pyotr Frantsevich Lesgaft (1837-1909), founder of the system of physical education in Russia, who elaborated a theory of physical education and sport upon the principle of unity of physical and intellectual development.[2] They also believe that wrestling can be taught effectively in some intellectually honest form to any child at any age of development.

The Soviet leadership emphasizes that neither coach nor athlete can function properly without organized and effective central control. To facilitate this concept, the Soviets have developed a centralized system of wrestling for all entry and elite level participants. This system is referred to as the "United Classification Scheme of Principle in Wrestling Events." All technique in this system is thoroughly researched and programmed. In other words, all Soviet wrestlers are taught the same basic fundamentals of technique and training.[3]

Admission to one of the 16 Soviet Institutes of Physical Education and Sport to study to become a wrestling coach is very demanding both academically and physically. It is expected that all candidates for admission are wrestlers with adequate credentials. Most have competed in junior world and other all-union competitions prior to being accepted. The admission requirements consist of three specific criteria:

(a) *Wrestlers' Physical Preparation Evaluation.* Consists of a 10-item special wrestling performance/fitness test to measure agility, endurance, flexibility and strength.

(b) *National GTO Physical Dimension Program.* The much acclaimed national physical fitness program emphasizing "Ready-Get Ready-for Labor and Defense."

(c) *General Education Component.* Based on a five-point scale grading system.

The academic preparation of wrestling coaches consists of a four-year (3600 hours) program. The five major academic areas include socio-political, scientific discipline, general theoretical discipline, specialized discipline and professional applied component.

Wrestling is now part of every school physical education curriculum in each of the 15 Soviet republics. In the Soviet system, teaching and coaching are synonymous. In fact, teachers of wrestling can obtain the academic rank of professor at an institute if they possess a Doctor of Science degree among other accomplishments. The teaching and coaching of wrestling is valued as a high priority profession and vocation in the Soviet Union. Essentially, in the Soviet scheme of things, the coach/teacher is the main figure in the sports movement.

We must, however, keep in mind the fact that the Soviet system as it follows the ideological mandates of Marxism-Leninism utilizes sport to perpetuate the image of communism and to promote the objectives of the communist party throughout the world. Since about 1960, the Soviets have emphasized all sports on the Olympic agenda and have made tremendous gains in international competition. Their most recent accomplishments have been at the XII World University Games where Soviet athletes more than doubled the total USA output in medals, 115-54. The Soviets collected 59 golds while the Americans had to settle for just 12 golds. The Soviets utilize these international successes to further glorify their basic thesis that "Sport is the product of the society it is found in." It is important to remember that the primary goal of the Soviet system is that all coaches and teachers must first be committed to communism and that Soviet youth are the hub of communist goals and aspirations.

USA

We must recognize that the preparation of wrestling coaches should never be standardized in a free democracy. Efforts to evaluate curriculums for the preparation of wrestling coaches by use of common denominators of measurement can only be partially effective because of a host of variables. In our system the essence should be one of change and improvement, it would be completely vocational to expect sameness. Quoting Delbert Oberteuffer,

> . . . the preparation of guidelines become dangerous business. They must be presented with full understanding and their wisdom needs to be tested against the contemporary

social and biological scene and also against the declared objectives and purpose of the institutions doing the preparation.[4]

We must be cognizant of the fact that wrestling as an integral part of both the physical education and sports curriculum patterns in the USA, enjoys local autonomy. There is no national program per se. There is no federal ministry of sport which prescribes the system of wrestling that should be taught in our schools, colleges or communities. This local autonomy is a principle derived from the original colonial conception of state's rights. It was provided in the Constitution that the several states shall provide their own educational program without interference or direction from the federal government. The principle has remained intact for over a century, and states have successfully resisted, through the Congress, any effort to vest control of education in the central government. States have developed their own programs, established their own minimum standards, and financed their own schools.

To wrestling, such a principle means that, above the minimum limits established by his state, every teacher or coach of wrestling has the responsibility of developing his own program subject only to the direction and approval of local school officials. A coach must have initiative, resourcefulness, and ability to create and administer. The responsibility and authority are largely local. No one will tell him what to do. He may for the most part pick and choose. It becomes essential, therefore, that he be a competent student of his field, able to weigh values, to study needs, and to meet needs with an appropriate program. Education cannot prepare for any form of society unless the organic and psychological potentialities are there which will make for its attainment.

SUMMARY

In the past the USSR has taken a page out of our educational notebook. Now I believe it is time for us to take a page out of theirs. I strongly recommend that we vigorously pursue the teaching and coaching of wrestling and all sport as an ACADEMIC DISCIPLINE.

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[3]Preobrazhensky, Sergei. *Wrestling is a Man's Game.* Moscow, USSR: Progress Publishers, 1981, 111 pp.

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Dr. Kenneth M. Cox is a professor of HPER at Lock Haven University. An internationally recognized authority in the combatives (boxing, judo and wrestling), the author was a finalist in the 1956 U.S. Olympic Wrestling Trials. He had a 23-year coaching record of 225-97-7 in interscholastic and intercollegiate wrestling. A former nationally ranked amateur boxer, Dr. Cox is also a holder of the black belt in Judo.

COACHING TIPS

Coaching Tips
is a regular feature of Wrestling U.S.A. It's an opportunity for coaches, trainers, athletes, educators, etc. to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips.

Let Us Know
if you have a good idea for Coaching Tips, write it down and let us know today.
Send initial ideas, rough or finished articles to Wrestling U.S.A.

Some answers to why the Soviets are dominating international wrestling?

By Ken Cooper

Editor's Note: Dr. Ken Cox, Professor of Health, Physical Education and Recreation at Lock Haven University of Pennsylvania for the past 13 years is a nationally recognized authority in the combatives (boxing, judo and wrestling). A finalist in both Freestyle and Greco-Roman wrestling at the 1956 U.S. Olympic Trails in Los Angeles, Dr. Cox had an outstanding 23 years coaching record (225-94-7) and coached numerous conference, "All-Americans and Olympians. A holder of the Black Belt in Judo, Dr. Cox also had a fine 25-6 record as a nationally ranked amateur boxer. A three-sport letterwinner (football, wrestling, track-field) at both Bethlehem Liberty High School and East Stroudsburg University, Dr. Cox earned his doctorate at the University of Washington.

Dr. Cox is also currently a LTC in the U.S. Army Reserve. He and his wife Glenda are proud parents of five sons on one daughter. All five sons were high school wrestlers. The three youngest all wrestled, played football and competed in track at Lock Haven High School. The youngest. Danny, is currently a defensive back and punter at the U.S. Merchant Marine Academy. The second youngest, Larry, currently plays football and captains the wrestling team at Temple. A three-time NCAA (Division I) qualifier, Larry is a former World Schoolboy Champion. Both Danny and Larry were 1st team (UPI) All-Staters in Football. Older brother Dave is currently an assistant football and wrestling coach at Blackwell, Oklahoma, High School, where he teaches social studies. The two oldest Cox brothers are self-employed in business, while a sister, Debbie, a former Bobcat Mat Maid, is the wife of a businessman and a legal secretary in Texas. Wrestling and sports in particular have been a way-of-life in the Cox household.

Dr. Cox was one of 12 North Americans selected to study sport and wrestling for 17 days this past June at the world famous Soviet Federal Institute. of Sport and Physical

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imagining it, catching fish, hitting home runs and scoring touchdowns. I hit so many home runs, caught so many fish and scored so many touchdowns. The thing was that it was so real to me. It felt like it was actually going on. Later, in junior high school, I began doing this with wrestling.

People who shoot off their mouths a lot I've always had as heroes. I like Muhammad Ali. I like Reggie Jackson. I know him personally. I guess my whole life has been like that. My heroes right now, if I get a chance to watch, are the Russian wrestlers. I look to people who excel. Before, in my life, it was all kinds of people. Now it's narrow, defined. I specialize. I'm ignorant of a lot of things in the world. I give a lot of responsibilities to my wife. I let my lawyer do a lot of things because I don't even want to know. I don't read newspapers. It hurst me because there are so many bad things going on. I pick up the newspapers and there's deaths, volcanoes, tornadoes, air raids, killings, fighting in other countries and bombs. Why do I want to bog down my mind with all of that stuff? I've got positive things I want to do.

Editors Note: Steve Holland is a freelance writer from Iowa City, Iowa. His speciality is writing about wrestling. See the Talkin' Dan Gable advertisement is this issue.

Education in Moscow. The course was organized by Concordia University, Montreal, Canada, through its International Institute of Comparative Education. The study group was sanctioned by Soviet authorities under the terms of the Canada-U.S.S.R. general exchange signed by Prime Minister Trudeau and Preimier Kosygin over 10 years ago in 1972.

The following is an interview written by Lock Haven State University sportswriter Ken Cooper. Ken is a staff writer for the University's newspaper, *Eagle Eye*.

QUESTION: Dr. Cox, what is your impression of sport in the Soviet society ?

Without a doubt, the political leadership utilize sport as a vehicle to perpetuate the image of Communism worldwide. Primary emphasis is on sports that are included on the Olympic Games agenda. International sport ranks right up there with any other element of soviet society.

QUESTION: Are sports as well organized and funded as in the U.S. ?

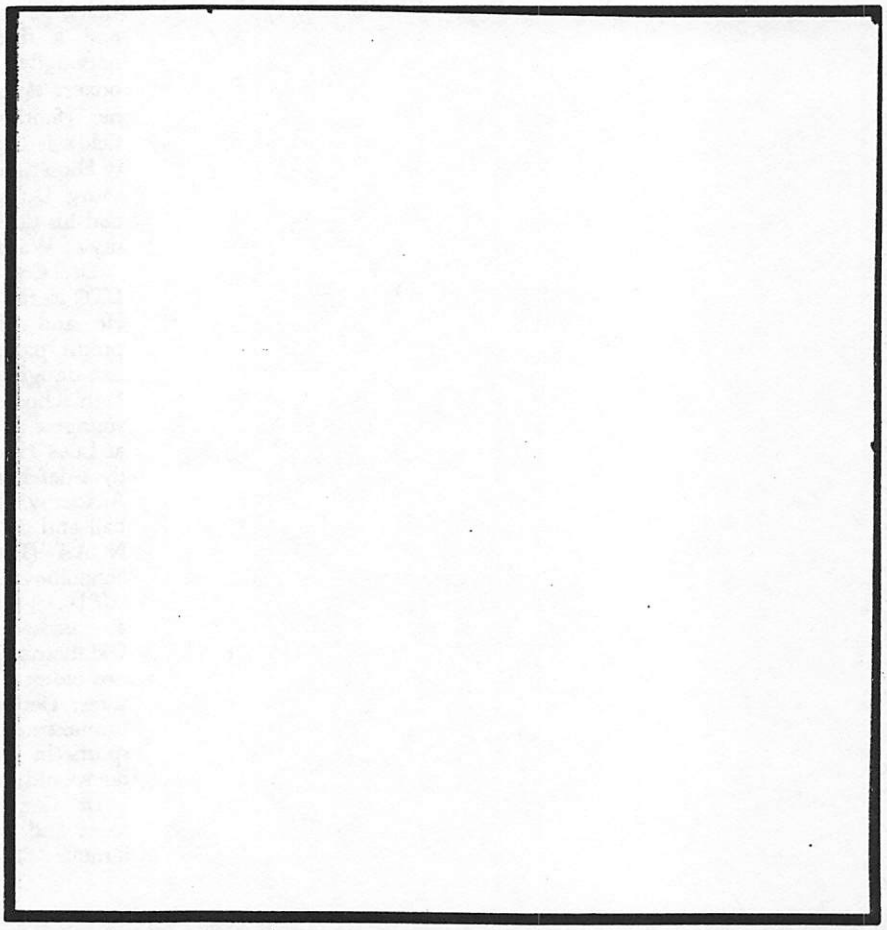
Yes. The Soviets pride themselves in controlling sport in their society through a centralized body called the Sports Committee of the U.S.S.R. Everthing is funded by the government. All sports coaches are trained at one of their 16 Institutes of Sport and Physical Education. All coaches must satisfactorily complete a very demanding four-year course of study including 21 theoretical themes including the psychological, socialogical, philosophical, historical, physiological and medical aspects of their chosen sport. Special emphasis is on the biological sciences. All prospective coaches and competitors are taught the same system and their body of knowledge is consistent for all coaches and participants. Everything is organized on a one-two-three and four year cycle. The culmination of each cycle is the ultimate objective, the Olympic Games. We were housed at the large Sports Hotel in Moscow, and athletes from all Communist countries are accommodated there. Everything is federally funded.

QUESTION: In North America, we tend to perceive sport as an extra-curricular endeavor which serves as a form of entertainment for the spectator. Sport seems to be fragmented in North America, and often in competition with each other. Does the U.S.S.R. differ from us ?

Yes. In the Soviet Union, sport is taught and treated as an academic discipline. For example, at the Federal Institute where we studied Professor G.S. Tumanian is a Professor of Wrestling and serves as the director of the Department of Wrestling at the Institute. He teaches all of the theory and principles of wrestling. The Soviets use theoretical material to accomplish practical situations. National merited coaches like S. Nevretdinov and U. Shakmuradov teach wrestling technique to coaching candidates. Everyone learns the "United Classification Scheme of Principle Technique of Coaching Wrestling". They emphasize correct mechanics and strategy. Everyone learns the same "system" so that they can communicate throughout the U.S.S.R. All wrestling terminology is the same. They teach everyone the eight basic set-ups for takedowns. Everything they do from the staggered stance is off of the eight basic set-up positions. Finally, wrestling is handled as an academic subject, and taught utilizing the scientific approach. We must remember that the primary objective of coaches and competitors is to guarantee continued success in international competition.

QUESTION: Were you allowed to see any of their specialized schools for sports and sports societies ? How was your day organized ?

Yes. We observed a special youth boarding school for gymnastics and Judo practice at the Central Sports Club of the Army. We were taught theory in the



classroom from 9:00-12:00 noon by the Professors of Wrestling. Technique was taught to us from 1:00-5:00 p.m. on the mats by the national coaches. Our visitations and observations were late afternoons.

QUESTION: Were the sports facilities comparable to those you would find in North America ?

Yes. The facility at the Central Sports Club of the Army (CKK) was superior to those I visited at the U.S. Olympic Training Center in Colorado Springs this past April. Their facility even surpassed that of the U.S. Air Force Academy. Our Olympic Training Center must depend on private donations. In the U.S.S.R., the central government funds all sports and facilities. They have an abundance of wrestling rooms which are well equipped. They utilize a thicker mat surface with a plastic cover to help in absorbing shock. They seem to be heavy into weight training and using throwing dummies.

QUESTION: At what age do they encourage their youth to begin serious training and competition in the various sports in wrestling ?

I witnessed six and seven year old youngsters in tough practice sessions at the Special Gymnastics Schools. However, It depends on the sport. They calculate everything by maturational level. They collect objective evidence and develop descriptive charts to determine entry level and exit levels for all sports. The young wrestler normally begins at 10-11 years of age. Boxers and weightlifters begin a year or two later. For all young athletes, they give them a solid foundation in "lead-up games" and "gymnastics". Gymnastics and break-falls (ukemi) are taught right at the start to all youngsters. They don's seem to have the high pressure level of organized youth programs we have. As a matter of fact, they have never defeated us to my knowledge in junior world competition. They design their programs so that they "peak" for international competition at the senior level.

QUESTION: Do they have anything comparable to the President's Council on Physical Fitness and Sport in the U.S.S.R.?

Yes. They have the GTO program. Their motto is, "Ready, Get Ready, for Labor and Defense". Within each factory or collective they have recreation and competitive sport for the masses. At the present time the Soviets claim to have 23% of their population actively involved in sport. By 1999 they want 45-50% to be actively involved. There is required physical education in the schools. The GTO program is for citizens ages 10 through 65. All athletes are subjected to the same system of classification (ranking). The GTO badge is their basic physical fitness insignia, meaning "Be Ready for Labor and Defense", is the first recognition of a minimum level of physical fitness. Norms are established from childhood (10-11 years) and go through the elderly (65 and over). Because the GTO tests employ many sports events they are also used to signify levels of athletic ability in the early years. Awards (usually pins) are given to the achievers and are won with pride.

QUESTION: Where are their top athletes trained for international competition?

At the voluntary sports societies. There is a very large sport society for every vocation. There are programs for all ages and both sexes. The eight largest voluntary sports societies are: Spartak (civil service); Burevestnik (institutions of higher education); Trud (labor); Zenit (mass production); Harvest (agriculture); Vodnik (maritime employees); and labor Reserve (professional-technical). For the most part sports are regulated by trade unions. The approximately 40 sports are controlled by the Sport Committee of the U.S.S.R.

QUESTION: Since there are supposedly no professional athletes in the U.S.S.R., why do the athletes continue to compete? Are there any other benefits?

Yes. There is much prestige as an athlete in the Soviet Union. Athletic ability gives you mobility and status. This in turn gives you additional freedom. They also have a bonus system for outstanding performance. Winning a medal in Olympic or international competition is a specific objective of all elite athletes. However, the highest honor is being awarded the "Order of Lennin" medal. For example, Alexander Medved is a national folk hero in the U.S.S.R., comparable to any NFL or NBA super star in North America. Many other wrestlers like Soslan Andiev, Alexander Ivanitsky, and Arsen Mekokishvili are also household names.

QUESTION: How are students selected for the four-year sports coaching course at the Federal Institute?

They must be strong both academically and athletically. There are 3600 hours of study over four years. They are selected on three criteria. The general education component; physical dimension; and, the special exam for a special sport. The special exam for admission to the wrestling department is very demanding and consists of 10 difficult physical achievement test all directly related to wrestling. They have developed national standards. Their

physical entrance exam measures specifically flexibility, strength, agility and endurance.

QUESTION: Are athletes and wrestlers classified in the U.S.S.R.? How many wrestlers are in the U.S.S.R.?

Yes. The highest rating is Master of Sports International Class. They are all athletes who basically have won medals in international competition. The next highest level is the Master Sport of the U.S.S.R., followed by Candidates of Master of Sports of the U.S.S.R. (first, second, and third rating); and the entry level the First and Second Youthful Rating. These are very important in the Soviet scheme of things.

There are 500,000 Greco-Roman; 600,000 free-style; 300,000 Sombo (folk-style); and 270,000 judo players currently registered in the U.S.S.R. They outnumber us approximately three to one with regard to active participation.

QUESTION: What one thing most impressed you about the way they coach their wrestlers?

Actually the way they interlock the basic elements of free-style, Greco-Roman, Judo and their folk-style Sombo wrestling. They take the best features of each combative and where feasible include in another combative. The basic concept of each combative are consistent with one another. All Soviet wrestlers are taught how to fall (breakfall/ukemi) before they learn their first wrestling maneuver. They gain this important concept from Judo. Hence, their youth wrestlers are not afraid of being thrown to the mat. They are continually conducting experimental, descriptive and historical research in wrestling, attempting to gain the necessary edge at the international level.

QUESTION: Was your instruction comparable to what a coach would get at a clinic or coaching course in North America?

That's a hard question to answer. You must remember we has the top wrestling authorities in our theory and principles lecture classes each morning. Professor's G.S. Tumanian, R.A. Piloyan, B. Sorotkina, and N.A. Kafarov are all professors of wrestling. They are responsible for developing a body of knowledge in wrestling, and conducting research and writing. There are 24 members of the Department of Wrestling at the Institute. Professor Tumanian has a Doctor of Science degree and is director of the Wrestling department. I was impressed with how they developed wrestling as an "academic discipline". A prospective teacher/coach enters the Federal Institute to pursue wrestling as a vocation, not as an avocation.

Technique was taught by former world and national champion Yuri Shakhmuradov. "Shak" is also the national junior (19-20 years) coach. Also teaching technique was Zhivora Pavel, a senior teacher in wrestling and Nevretdinov Shamil, the national junior coach (17-18 years). "Shak" is one of the most intense and personable coaches of any sport I have ever seen. He reminded me a lot of Don Coryell (San Diego Chargers) when he was a young coach and has the intensity of a Dan Gable. They are hired to produce champions.

QUESTION: Do you think our system is superior to the Soviet sports system?

I naturally prefer "democracy" over "communism", and the freedom and latitude sport affords us in our political system is basically superior. However, I believe we can learn some important thing from them. It's obvious to me that they are continually learning from us, and extracting what they think is the best from our system. Our system allows for much greater flexibility and innovativeness. They take great pride in studying the training regime of Dan Gable, the takedown technique of Bobby Douglas and other outstanding Americans. They then incorporate what they like into their system. They attack wrestling at the national level much in the same manner as NFL coaches and scouts do. They leave little room for error.

QUESTION: In addition to yourself, who were a few of the other American

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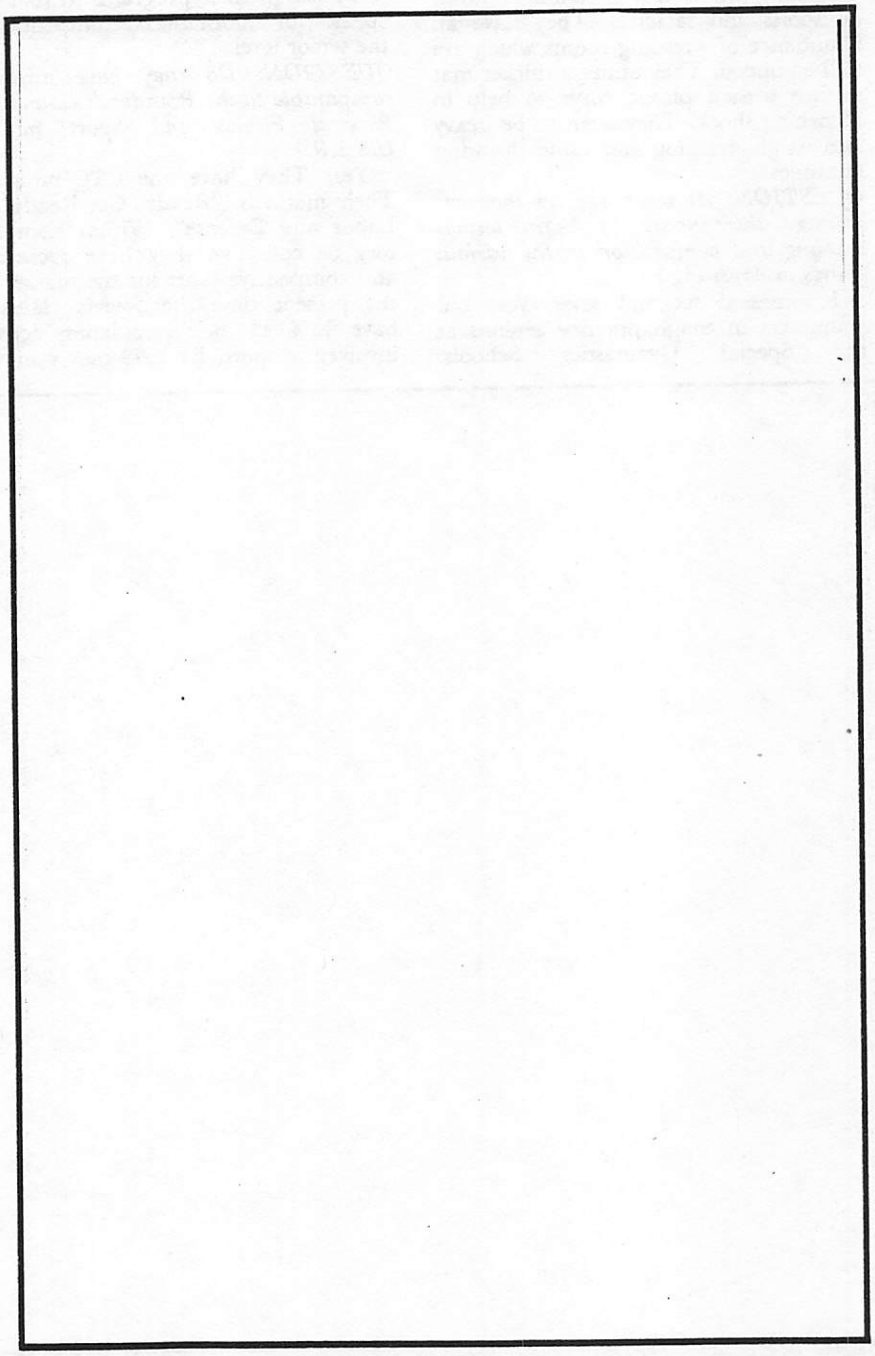

wrestling personalities to study there this summer?

We had a diversified group of super guys, including Russ Cozart (Brandon, H.S., Tampa Florida) who currently has the nations longest winning streak in the country; popular John Webb, head coach at Division I Weber State University; Steve Hart, assistant coach at the University of Oregon and one of the nation's top 114.5 pounders; Dennis Johnson, physical education teacher and coach at Sheffield, Pa. High School and co-author of the textbook, "Coaches' Guide to Nutrition and Weight Control"; and section leader John Sacchi, one of the country's top junior college coaches and assistant athletic director at Middlesex, N.J., Community College.

QUESTION: Did you get to observe other aspects of Soviet life in addition to studying sport and physical education?

Yes. We never got to bed before midnight and were up by 6 a.m. We visited St. Basil's Catherdral; Moscow Circus; Red Army Sports Club; Monastry at Zagorsk; Exhibition of Modern Achievement; International Crew races; major league soccer game; Bolshoi Ballet at the Kremlin; Exhibition of Modern Achievement; Tretyakovsky National Art Museum; Soviet Sports Medicine Center; Canadian and American Embassy; and even had a boat cruise on the Moscow River. On our return to Montreal, we spent a day in Stockholm, Sweden.

QUESTION: Can the U.S. regain lost international prestige in the 1984 Olympic Games?

Yes, but with some reservation. We must keep in mind that the Soviets' sports system is geared primarily toward winning the Olympic Games. On the other hand we lose many of our top athletes to professional sport. Our goals and objectives are not the same. We allow our athletes much greater freedom in selection and choice. I sincerely believe we have a "healthier" situation. Our amateur athletes (Olympic competitors) are truly amateurs. They emphasize that "Sport is a product of the society it is found in."

QUESTION: Finally, would you want to return to the Soviet Union in the future to study? Would you recommend it to other professors, college coaches, high school coaches etc.?

Yes. Most definitely. I devoted the major portion of my time and energy with the wrestling section. In the future I would like to examine the role of physical education in the U.S.S.R. in more depth. I would strongly recommend this study tour to all serious wrestling people from our youth programs up through the collegiate and post-collegiate level. I'm confident an experience like this will make me a better teacher and I have gained a greater appreciation for our free democracy, and at the same time respect for other people different from myself.

A COMPARATIVE ANALYSIS OF INSTRUCTIONAL FACILITIES IN PREPARING PHYSICAL EDUCATION AND SPORTS SPECIALISTS, 1986

by

Kenneth M. Cox, Ed.D.

Author's Note: The only purpose of this manuscript is to briefly compare the physical facilities of these two diametrically opposed educational systems in preparing physical educators and sports specialists. The contents of this article are based solely on the author's perceptions, and is not intended to ridicule scientific communism.

I. Introduction

While conducting research and participating in Comparative Education Seminars in the Union of Socialist Republics (USSR) during the past three summers, I had the unique opportunity to visit four of the Soviet Unions most prestigious Institutes of Physical Culture and Sport.[1]

During the past three years it has become even more apparent to me that the USSR Committee on Physical Culture and Sport has dedicated itself to achieving their primary national goal of mass participation in physical culture. The Soviet population is constantly reinforced with the national slogan,....."Ready, Get Ready, For Labor and Defense." Emphasis on the defense of the "Motherland" is visible everywhere. Soviet leadership remains totally committed to their much acclaimed national physical fitness (National GTO Physical Dimension Program) program believing this will guarantee at least a minimal level of physical fitness for the general population (Cox, 1983). The GTO planning quotas are set for each club, society, region and school, and tests are conducted throughout the year. The GTO has as its stated aim to make regular participation in sport and physical culture a permanent feature of the Soviet way of life

[1]The Soviets refer to physical culture, whereas, Americans refer to physical education.

(Riordan, 1980). Physical educators are charged with the responsibility of mass participation and identification of athletic potential in school children. They are the link between the student population and the coaches at the Special Sports Schools, Sports Clubs and other special training centers.

An important principle to remember is that the Soviet educational system strictly adheres to the mandates of Marxism-Leninism. Marxist interpretations tend to perceive sport as a heroic alternative to capitalistic society (Osterhoudt, 1985). The Communist Party of the Soviet Union (CPSU) utilizes sport to "perpetuate the image of communism" and to promote the objectives of the communist party(CP) throughout the world (Cox, 1983). Hence, Soviet performance in international competitions like the 1985 World University Games in Kobe, Japan, and the 1986 Goodwill Games in Moscow are accorded the highest priority by the CPSU. Actually all sport competitions at the International level are accorded the highest priority in achieving CPSU sports sociopolitical purpose. Soviet coaches are charged with the responsibility of enhancing both the image and prestige that sports afford.

The author has previously compared Soviet sport as an academic discipline (Cox, 1983); compared instructional strategies in teaching complex gross motor skills (Cox, 1984); compared Soviet wrestling techniques (Cox, 1985); and compared new school reform (NSR) under their new five-year (1984-89) New School Draft Legislation (Cox, 1986). This paper will concentrate on a comparative analysis of the instructional facilities utilized in the preparation of physical education and sports specialists in the U.S.A. and U.S.S.R. For obvious reasons the author will concentrate his discussion on Soviet facilities.

During the research of this special interest area, I started with Raivola's theoretical base.....

> ....."The logical conclusion of a process of comparison is always a classification that is not based on the concepts of identity and incompatibility but on a definition of equivalence, the conditions for which are determined by the observer. In his or her conclusion, the observer either accepts or rejects a hypothesis or correspondence between the phenomena under comparison. Sameness and difference are thus relative concepts. In principle, there are no phenomena too different to be compared, because the presentation of such a claim implies that some dimension of comparison has already been tried" (Raivola, 1985).

Prior to collecting, organizing and analyzing my data, I formulated my hypothesis that under Scientific Communism the CPSU has determined that physical culture and sport be afforded a high priority in "developing socialism." Currently the Soviets prefer to use the term "developing socialism" because they do not believe they have yet achieved "communism." However, even with this high priority, due to the lack of technological expertise, Soviet educational facilities utilized to prepare physical education and sports specialists would be inferior to those commonly utilized in the United States. It is interesting to note that the Programme of the Communist Party of the Soviet Union (adopted by the 22nd Congress of the CP of the SU, October 31, 1961) and before that the Programme of the Russian Communist Party (Bolsheviks) (adopted by the 8th Conference of the Party, Moscow, 18-23 March 1919) mentioned that.....

> "for physical training and esthetic education, all schools and extra scholastic establishments will have adequate gymnasiums, sports grounds and facilities for the creative endeavor of children..... the network of sports schools, sports grounds, tourist camps, skiing centers, aquatic stations, swimming pools, and other sports facilities will be expanded in town and countryside.....with regard to Higher and Secondary Special Education, in step with scientific and technical progress, high and secondary special education, which must train highly skilled specialists with a broad theoretical and political background, will be expanded (Schapiro, 1963).

Within the Soviet educational system, the mass of teachers in most academic disciplines are educated at the Pedagogical Institutes located throughout the 15 Republics (ex., Pskov Pedagogical Institute).[2] Each of these Pedagogical Institutes have facilities in various academic disciplines. In many of these Pedagogical Institutes there are curriculums for preparing physical education teachers. However, the promising candidates selected for admission to either the physical education teaching or sports coaching profession are educated at one of the more prestigious Institutes of Physical Culture and Sport. The author has had the unique privilege to attend seminars and colloquia at probably the four most prestigious Institutes in the USSR. Thus the author will briefly compare these four physical plants with those we are familiar with in the USA.

[2]The Soviets refer to Pedagogical, whereas, Americans refer to teacher education.

II. Instructional Facilities

USA

Without a doubt the USA has developed the finest network of physical education, recreation and sports facilities to be found anywhere in the world. With few exceptions the National Collegiate Athletic Association (NCAA) Division I institutions have both indoor and outdoor physical facilities that have no equal anywhere in the world. As both a physical educator and athletic coach, the author has visited over a hundred different educational facilities that house "facilities" of physical education. The University of Washington, University of Arizona, Indiana University and Pennsylvania State University, are just a few of the universities that have "outstanding" educational facilities available for the education of aspiring physical education and sports specialists.

There are also numerous NCAA Division II and III and National Association of Intercollegiate Athletics (NAIA) institutions who are blessed with physical plants that are not replicated anywhere in the world. Many of our institutions of higher learning are also privileged to utilize public arenas and stadiums that have been constructed through the levy of taxes to accommodate professional sports franchises. For example, Temple University plays its home football games in spacious Veteran's Stadium in Philadelphia. Even our federal military academies, invested with the responsibility to train future military leaders, have physical education and sports facilities that are unequalled anywhere in the world. A prime example would be the modern sports complex at the U.S. Air Force Academy near Colorado Springs. Without a doubt American ingenuity and resourcefulness has been the major factor in establishing the USA the leader in sports technology.

USSR

While participating in Comparative Physical Education and Sport seminars in the USSR during the past three years (1983-84-85) I had the privilege to examine the facilities at the renowned Lesgaft Institute of Physical Culture and Sport in Leningrad; Byleurussian Institute of Physical Culture and Sport in Minsk; Ukrainian

Institute of Physical Culture and Sport in Kiev; and, for the past three years, the Federal Institute of Physical Culture and Sport in Moscow.

A. Lesgaft Institute

Lesgaft was the first institute in the USSR charged with the responsibility of preparing physical education teachers. Probably the most prestigious institute in the Soviet Union, Lesgaft consists of older buildings from the pre-WWII era and is located in an urban city environment. Both their indoor and outdoor facilities fall well below accepted North American standards. The general maintenance and repair at the Institute was suprisingly "poor." However, the painted sports murals on the walls of the three-story staircase inside the main administration building were beautiful. The indoor facilities including small gymnasiums, weight lifting rooms, classrooms, and gymnastics area are of a 1930 vintage.

The outdoor instructional stations include a six-lane outdoor "macadam" track, and outdoor ice hockey rink adjacent to the track and field facility. A small cement stadium with a seating capacity of fewer than 200 flanks the track and field facility. By American standards, these facilities are "poor." Located within walking distance from the main urban campus, are swimming, tennis and other public facilities.

I have visited a Special Sports School and Sports Boarding School, and discovered the physical plants to be for the most part inferior to what a typical American high school has access.

B. Byleurussian Institute

The Byleurussian Institute of Physical Culture and Sport on Leninskij Prospect is also a pre-WWII structure located in an urban setting in Minsk. A large four-story structure houses the administration, classrooms, gymnasium and several auxiliary rooms. This building is currently undergoing some minor renovation.

Located approximately a block to the rear of the administration building is a soccer stadium with cement bleachers that seat approximately 1,000 spectators. The playing surface has little or no natural grass. Several smaller buildings and apartments, are inside this triangle formed campus. Generally speaking, the maintenance

and repair of this campus is "not good."

However, it is important to mention that the Minister of Education is currently constructing a new facility for relocating the campus on the edge of the city on Parkovaja Magirtarl. The new facility will be located within walking distance of the modern City Sports Palace. When completed this facility will be perhaps the most modern in the USSR. The close proximity to a modern tennis sports club (indoor, and outdoor clay courts), and a Special Gymnastics School and Special Soccer School (including four playing pitches) will be a big boost for this institute.

C. Ukrainian Institute

The Ukrainian Institute of Physical Culture and Sport is a fairly modern teaching facility adjacent to the modern 60,000 seat Republican Stadium. This institute is considered by the Ministry of Education to be one of the finest teaching facilities in the Soviet Union. Like most physical education and sports instructional facilities, the four-story single structure houses several small auxiliary gymnasiums; gymnastics, wrestling, and weight lifting rooms; library; dance studio; and adequate small lecture halls. The emphasis on visual aids, wall charts and graphs are evident in all classrooms. Also the cultural heritage and tradition of physical education and sport is reinforced by an extensive use of personal photographs and statues. The outdoor facilities are located at various locations throughout the city.

It is interesting to note, that the Ministry of Education is currently in the process of relocating Kiev State University from its current urban location to a newly constructed campus in the southern section of the city.

D. Federal Institute

The Federal Institute of Physical Culture and Sport (commonly referred to as Moscow-Lenin) is located in a moderately populated section of Moscow. The Ministry of Education has designated the Institute as the unofficial "show place" of communist preparation for entry into the teaching of physical education and coaching profession. The fairly large physical plant includes among other things, wrestling rooms, basketball and volleyball gymnasiums, indoor track and field facility, gymnastics and dance studios, boxing room, weight lifting rooms and teaching stations for most of the 36

sports included on the Olympic agenda. Housed throughout the educational complex are separate sports facilities (ex., Department or Faculty of Wrestling) for each of the Olympic sports.[3]

In 1983 I attended the Federal Institute as a student. After returning for seminars in both 1984 and 1985, I found the maintenance and repair of this physical plant to be considerably improved.

III. Conclusion

Jehlicka (1980) remarked after his return from studying at the Federal Institute of Physical Culture and Sport in Moscow, that

> ....."Generally speaking, their facilities are not as good as most of ours from high school to college, but they are far, far ahead of us when it comes to the development, knowledge, and training of coaches. It is frightening to think what their athletes would be able to accomplish if they had our facilities and were able to have the same diets we have. On the same token, and this was mentioned many times by the Soviets, they know that they would not be able to dominate the U.S. wrestler if he had the total coaching that their wrestlers have had. They also mentioned that the U.S. wrestlers are much more powerful than theirs and I got the impression that they know it is only a matter of time before the U.S. will dominate International Wrestling because of our restructured freestyle and Greco-Roman programs from top to bottom and the ever improving knowledge and background of our coaches (Jehlicka 1980)."

I also concurred and accepted my original hypothesis, that, instructional facilities for preparing physical education and sports specialists are inferior to those of comparable educational institutions in the U.S.A. I also had many of the same impressions that Jehlicka had experienced over five years ago. However, I believe that the Soviet leadership is both committed to and have the utmost confidence in their federalized system of preparing physical educators and sports coaches. If the recent Geneva Summit talks between President Ronald Reagan and Soviet leader Mikhail Gorbachev would prove to them to be economically feasible, a portion of the billions of Soviet rubles now devoted to military spending, would be diverted to modernizing their physical education and sports facilities. Under the 1984 - "Draft Educational Reform" the Soviets have designated physical education and sport the highest priority. Within the

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[3] A faculty in the USSR is similar to a department in the USA.

Soviet curriculum the amount of time allotted to physical education will be increased from seven to eight percent. Sport is also treated as an "academic discipline" at the Institutes of Physical Culture and Sport (Cox, 1983). The Soviets furthermore believe that available resources and energy committed to excellence in teaching and coaching will prove to be more beneficial to promoting "the image of communism" worldwide, and continued domination in international and Olympic sport.

We must never lose sight of the fact that the two diametrically opposed systems (free democracy versus developing socialism/communism) that the objectives of physical education and sport are totally different. What would work under one system, might bring catastrophe under another.

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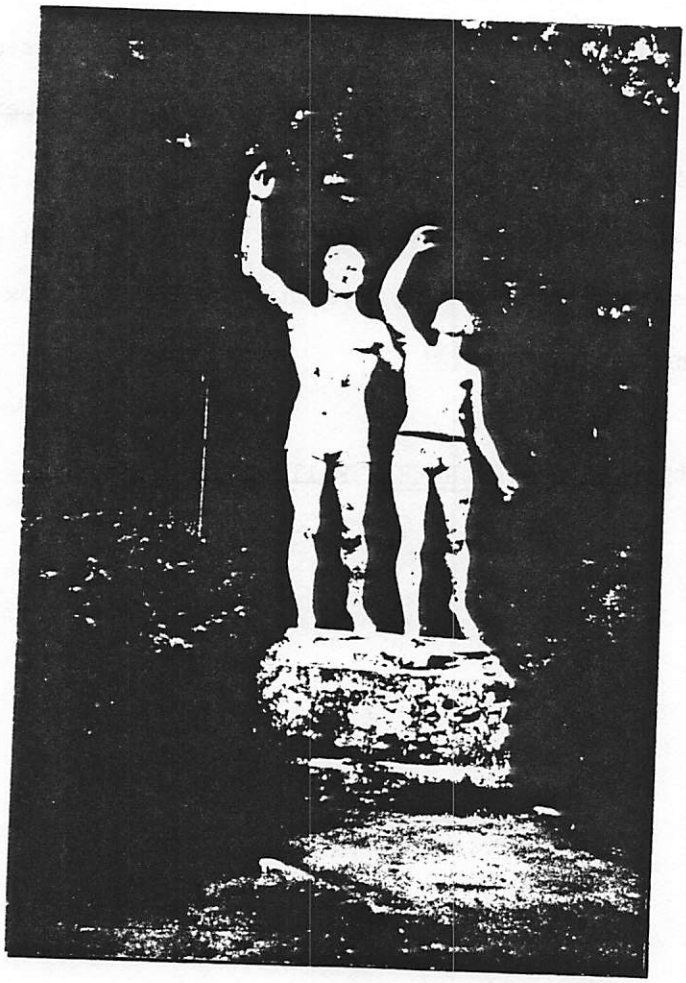

Statue of Physical Culture at Lesgaft
Institute of Physical Culture
in Leningrad, USSR

About the Author.....

Dr. Kenneth M. Cox is a professor of HPER at Lock Haven University and a Soviet scholar in comparative education, physical education and sport. An internationally recognized authority in combatives (boxing, judo, wrestling), the author was a finalist in the 1956 U.S. Olympic Wrestling Trials, and served on the U.S. Olympic Wrestling Committee from 1964-68. He had a 23-year career coaching record of 225-94-7 in interscholastic and intercollegiate wrestling. A former ranked amateur boxer, Dr. Cox currently coaches the nationally ranked Lock Haven University boxing team. The author is also a holder of the black belt in judo. Dr. Cox retired as a Colonel after 30 years service in the Army National Guard. Dr. Cox has been a past contributor to PA JHPERD.

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COMPARATIVE PHYSICAL EDUCATION AND SPORT: A COMPARATIVE ANALYSIS OF NEW SCHOOL REFORM IN THE USA AND USSR

Brief Historical Perspective

The continual struggle between our society, based on free association and representative government, and the Union of Soviet Socialist Republics (USSR) which is based on totalitarian control is now being rooted again in the educational systems of each of these competing ideologies. Currently, the USA and USSR are aggressively engaged in initiating New School Reform (NSR).[1] In the USA, New School Reform is commonly referred to as either "School Reform" or "Educational Reform" while in the USSR it is commonly referred to as "Draft Education Reform." Both President Ronald Reagan and General Secretary Mikhail Gorbachov are committed to NSR in the hope of improving their nation's human potential and productivity. From all indications, the leadership of both super powers are further committed to the concept that, "we cannot be less than our adversaries in the world," (Rodinov, 1984). This intense rivalry remains even in the area of physical education and sport.

This bitter struggle between two diametrically opposed political systems was refueled back on October 4, 1957 when the Soviets launched Sputnik. The USA retaliated with an aggressive Astronaut program with revised vigor in mathematics and science in the schools' curriculum. At approximately the same time President Dwight D. Eisenhower was alerted to the poor physical condition of American youth through the research studies of Hans Kraus and associates. The President immediately called a national meeting of the leaders in both physical education and sport. This 1956

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conference resulted in the American Alliance of Health, Physical Education and Recreation Youth Fitness Project. Even today the President's Council on Physical Fitness and Sports is a major voice promoting youth and adult fitness. Two recent national studies indicate that America's young people are not in satisfactory physical condition. The National Children and Youth Fitness Study, funded by the Office of Disease Prevention and Health Promotion, U.S. Public Health Service; and, the Amateur Athletic Union Study, funded by Nabisco Brands, USA, have reported alarming statistics (President's Council, Newsletter, 1985). Not to be outdone, the Soviets immediately reevaluated and increased the Qualifying Standards of the GTO All-Union Physical Culture Standards. During the past year, these standards have again been increased. By the time the Melbourne Olympic Games, 1956, reached their conclusion, the USSR had earned more medals and points than any other nation in the history of the Olympics. The intense rivalry generated by these two super powers in Olympic and international competition has "spilled" over into the international political arena as evidenced by the Moscow and Los Angeles Olympic boycotts.

New School Reform: USA

In the USA, national awareness of the importance of education became a major issue in the November, 1984, presidential election. For the past year we have been bombarded with a multitude of national and state reports on education. The Task Force on Education for Economic Growth Report unveiled a state-by-state look at reform efforts. This 1984 report indicated that school reform plans are being developed in 46 states (Ordovensky, 1984). Each state, along with their local school districts, has developed a multitude of educational reform recommendations. Recommendations run the full gamut, from more rigorous school discipline to increased academic requirements. Perhaps the most discussed report has been "A Nation At Risk" commissioned by the National Commission on Excellence in Education. Traditionally, Americans have been accustomed to an educational system that historically has been the best in the world. We have educated many of the world's mathematicians, educators, scientists, doctors and engineers and indeed political leaders of many nations. We have been conditioned to

our children being given a solid foundation in the basics, which prepared them for their goals and aspirations. We have taken for granted this excellent education system, and, over the years, have let it become mediocre through indiffernce. "A Nation At Risk" has charged Americans with the task of restoring excellence to education in America. "A Nation At Risk" also has serious implications for our children and our nation in terms of national security, productivity and international commerce. If we don't act quickly to restore quality in our educational system, we will be at a distinct disadvantage compared to other countries (Quayle, 1984).

Perhaps Al Shanker (1984) best illustrates America's current dilemma.

> ....."Today it is widely agreed that fundamental educational reforms are needed to improve the levels of skill and literacy of American students so that they may cope with the present and future problems arising from multiple changes in our complex world."

New School Reform: USSR

It is paramount that we compare and analyze our open democracy with the closed oligarchical system in the USSR. Michail L. Rodinov (1984), the deputy rector at Moscow-Lenin State Pedagogical Institute and a Soviet authority in Comparative Education, best described the USSR's basic position with regard to the implementation of NSR.

> "if the Soviet peoples are committed to forging ahead with the doctrine of Marxism-Leninism. One of the best ways of guaranteeing the growth of Marxism-Leninism is through the development of the 'New Soviet Man." The 'New Soviet Man' must be committed to 'Scientific Socialism' and 'Dialectical Materialism.' Because of the ongoing struggle between the proletariat (USSR)

and the bourgeoisie (USA), the 'New Soviet Man' is committed to philosophy of Communism which advocates the teaching of Marxism-Leninism. Hence, the USSR is in conflict with American imperialism, and education will be at the forefront in guarding against imperialism and developing the 'New Soviet Man.' The most effective method of developing the 'New Soviet Man' is through NSR."

Mikhail Prokofiev (1984), Minister of Education, further reiterated that the Communist Party Central Committee (CPCC) is totally committed to implementing an aggressive five-year plan of NSR legislation to commence on September 1, 1984. He emphasized that the NSR legislation was "to heighten vigilance toward machinations of the aggressive forces of imperialism which furiously attack socialism and which count on the political inexperience of the young people."

L. M. Bokhov (1984) further emphasized the importance of NSR by quoting from Zajda (1984).

> ....."education has fallen somewhat short of desired Soviet educational and political goals. In the Soviet Press there has been numerous criticisms of the existing school system. Teachers, parents and college lecturers became dissatisfied with the rigid nature of the school system, outdated school programmes, obsolete teaching material and teaching methods, lack of provision for individual differences and, in general, the restrictive nature of the school curriculum.
>
> .....that school syllabuses were not adequate to develop the pupils' moral, ideological and social qualities and prepare them for life and work."

Hence, NSR (12th Five-Year Plan, 1984-88) as determined by the Communist Party of the Soviet Union (CPSU) Central Committee's Draft Basic Guidelines for Reform in the General Education and Vocational Schools (January 4, 1984) is a whole series of reforms in educational policy and curriculum planning (Zajda, 1984). Several of the more important changes are:

(1) Update school syllabuses to develop the pupils' moral, ideological and social qualities and prepare them for life and work.

(2) On strengthening the ties between school and life. The aim at giving every school graduate a labor skill through on-the-job study that will start in early grades.

(3) The existing centralization of all educational programs and curricula and the state control and standardization of prescribed curricula, formal examinations, centrally prescribed textbooks and teachers' manuals, together with ministerial rules and regulations covering the pupils' conduct and discipline, continue to remain one of the most salient features of Soviet educational life. The pervasive and increasingly saturating insistence on Marxist-Leninist ideology at all levels of education is yet another vivid example of the state's and party's control of the system as a whole.

(4) Physical Education to be strengthened in the schools. Increase the amount of time spent in physical education from seven to eight percent at all levels.

(5) Students start school at the age of six in 1986 instead of seven. They will attend school 11 years instead of ten.

The basic aims of Soviet education under NSR will be (Boknov, 1984):

(1) To improve the quality of education and upbringing. (The whole purpose of bringing up, educating, and teaching the

youth of today must be to nurture communist morality in them. Within the educational institutions the Octobrists, Pioneers and Komsomol, must serve as a checks and balance system for the CPSU.)

(2) To improve the quality of ideological, political and vocational education.

(3) To improve the quality of teaching, school programs, and textbooks from preschool, secondary school (secondary general education, incomplete secondary, full secondary), vocational and technical education, secondary specialized education and higher education.

The ultimate goal of NSR is to further develop the "New Soviet Man." The Communist world view must be an integral part of the New Soviet Man. The ideas of Soviet patriotism and socialist internationalism, pride in the land of the Soviets--our Motherland, and readiness to stand up in defense of the gains of worldwide socialism, is a responsibility of the New Soviet School (Gordeyev, 1985). Both physical education and sport have been identified to play major roles in the development of the "New Soviet Man."

The determination of the CPSU to implement NSR can best be described by a quote from Aliyev (1984).

> ....."allow me, dear comrades, to express the firm conviction that the reform of the school worked out by the CPSU Central Committee and supported by the whole people will be successfully implemented."

Physical Education: USA

Generally speaking, it is evident that physical education (PE) is not a high priority of many of those who influence our nation's educational systems. "When the 18-member National Commission on Excellence in Education presented President Reagan with an alarming report called, A Nation At Risk: The Imperative For Educational Reform, the subject of PE was mentioned only once with

subjects such as remedial math, English and marriage preparatory classes." (Siedentop, 1985). Since 1950 concerted attempts have been undertaken to strengthen the position of PE in the schools' curriculum. The LaPorte (1957) document gave the academic discipline of PE much needed impetus and direction. A further attempt at giving PE a national policy was undertaken by Davis (1973). Currently, "we find ourselves having to justify our existence in the curriculum, not only to the public and legislators, but to other educators," (Baker, 1985). At the local and state level, physical educators have been forced to lobby just to maintain the small gains they obtained in the past. However, several states have recently undertaken some daring curriculum innovations. For example, Florida's high school students must now pass a half-year fitness course in order to graduate. The course entitled "Personal Fitness," was added to the high school curriculum for the first time in the fall, 1984, becoming the first state-wide requirement for physical fitness in the nation. The change came as a direct result of successful legislative lobbying efforts of the Florida AAHPERD in cooperation with the Department of Education's Office of Physical Education (President's Council, Newsletter, 1985).

Physical Education: USSR

Generally speaking it is evident that PE is a high priority with the 26th Congress of the CPSU who initiated the Development of Public Education in the USSR (January, 1984). The Ministers of Education in each of the 15 Republics have been charged with the responsibility to:

(1) Rededicate and reemphasize the GTO slogan, "GET READY, BE READY, FOR LABOR AND DEFENSE."

(a) Increase the preparation of the masses for labor and defense of the Motherland. A rigorous trial of the physical and mental facilities of the Soviet people were the years of the Great Patriotic War (WWII). Among the factors ensuring victory over Fascism was the physical fitness of the Soviet

people--the fighters in the Soviet Army and the workers in the rear, fitness that resulted in relentless efforts by the party and government to create a socialist physical education system and to develop the physical fitness movement in our country (Eliutin, December,]984).

b) The physical education of young people is designated in the Constitution of the USSR as one of the most important tasks of the entire public education system. It must emphasize the scientific foundation of the Soviet PE system. Re-emphasis of Qualifying Standards of the GTO All-Union Physical Culture Standards. Physical educators are charged with identifying sports talent utilizing scientific and experimental evidence.

c) "For the Sports Honor of the School." Schools are the organizational center of mass competitions and the PE system is concerned primarily with the individual person, with his health and harmonious development.

d) "The-Marxist-Leninist teaching on the comprehensive development of the individual and on the close unity of cognitive, physical, labor, moral and esthetic education is the scientific basis of the system of PE in the USSR," (Shtykalo, February, 1984).

The decree emphasizes once more that the main task of the physical culture and PE movement is to use every means to strengthen the health of the Soviet people; to increase their capcity for work and labor productivity; their readiness to defend socialism's accomplishments; and to instill high moral qualities, high spirits, strength, and endurance in a healthy, cheerful younger generation. To facilitate this renewed emphasis, the USSR Ministry of Education increased the time allotted to PE from seven to eight percent. They also began implementing curricular changes and designed new facilities, while upgrading and standardizing the preparation and selection of teachers at each of the 21 Institutes of PE and Sport and at the 89 Pedagogical Institutes and Universities.

Sport: USA

Historically, competitive interscholastic and intercollegiate sport has come under the auspices of the local school, and has been treated as an extracurricular activity. At the national level the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) have been the governing bodies for college sport, while the National Federation of State High School Athletic Association (NFSHSAA) and its 50 state affiliates have governed high school competition. In recent years the abuses in both interscholastic and intercollegiate sport have been running rampant (ex., 2,000 gpa; Preposition 48; Drug Abuse; "Mickey Mouse Courses;" etc.) Fractionalization, decentralization and conflict among the numerous US athletic associations is at a critical point. From all indications the traditional stucture model of PE and Sport as advocated by the AAHPERD is an exception rather than the rule. It seems that both the high school and college athletic administrations indicate a preference for local autonomy. However, some states (ex., Texas) rushed through a special session of the Legislature in 1984 and enacted a $4.8 billion tax bill to pass massive changes in the state's educational structure. Limits were placed on the number of hours students could spend on extracurricular activities, and students were required to pass all classes before being allowed to participate in extracurricular activities. Strict absence rules also were implemented.

Sport: USSR

Historically, competitive and organized sport belongs to the Sports Committee of the Soviet Union located in Moscow. All other authorities who have an interest in promoting sport are subordinate to the authority of the Sports Committee. In affairs that relate to the elite sports training of children, this committee generates its official policy in cooperatin with the sports department of the Ministry of Education. It is perhaps unique to the socialist nations, the USSR in particular, that the educational authorities are responsible for developing programs both in education and in the elite sports trainin g system (Jefferies,]984). Because of this structure, competitive sport is included in NSR in the USSR. It is also interesting to note that the professional preparation of sports

coaches in the unified state system of PE and Sport is an intensive four-year diploma granting program at one of the 21 Institutes of PE and Sport (ex., Moscow-Lenin Institute of PE and Sport). Sport is treated as an academic discipline just as physical education or any other subject area (Cox, 1983). As a matter-of-fact, coaches are entrusted with the same responsibilities of any other teacher and are required to utilize a syllabus and teaching strategies consistent with the principles of scientific communism (Cox, 1984).

Whereas, physical education is designed to prepare the masses for labor and defense of the Motherland, sport plays a significant role in Soviet foreign policy. The Soviets utilize sport as a vehicle for Soviet propaganda. Specifically, the CPSU utilizes sport to "Perpetuate the Image of Communism."

According to Furmanov (1984) major emphases in NSR as it relates to sport are:

(1) To increase the number of sport schools. There are currently over 6,700 sport schools in the Sport School System. The three types of sports schools are:

a) Children's and YoungPeople's Sports which serve as the foundation for training elite athletes.

b) Specialist Children's and Young People's Sports Schools of Olympic Reserves which specialize in only one type of sport.

c) Schools of Higher Sports Mastery which provide highly specialized training on an individual basis.

(2) Expand and improve the Sport Boarding Schools especially in the rural area.

(3) Expand and intensify the Specialist Class concept which is less than a decade old. This concept utilizes a flexible daily timetable that takes into account the students' sport training demands.

(4) Increase the number of sport clubs in all school environments.

(5) Place a greater emphasis on research in physical education and sport (ex., Research Institute of Physiology and Physical Education and, All-Union Scientific Research Institute of Physical Culture, Moscow). A high priority is to increase the number of highly qualified professionals working on research in sport.

(6) Continued emphasis on the All-Union Sports Classification which is similar to the "Ready for Labor and Defense"--GTO Award. This is a means of stimulating mass interest in physical culture. It has the goals of raising sport mastery, developing the ethical basis of communism, and improving the organization and leadership of the physical culture movement. The All-Union Sports Classification is particularly concerned with higher levels of sport mastery and preparing athletes to participate in Olympic and other international competition.

(7) Intensify the system of awards including youth and adult rankings to include the Candidate Master of Sport, Master of Sport of the USSR, and International Class Master of Sport of the USSR. Also increase the number of Order of Lenin for sports coaches and the honorary title Outstanding Worker in Physical Culture.

(8) Improved cooperation and coordination between the schools and the 36 sports societies, especially the Burevestnik (representing the students).

(9) Increase the competitive opportunities between sports societies and clubs at both the local and national levels, during the four-year schedule of competition based on the Olympic cycle (Macro-to-Meso-to-Micro Cycles).

(10) Coaches of youth sports are encouraged to concentrate not on those singular skills required for a particular sport but rather on developing a strong foundation of general physical ability.

(11) Greatly increase the number of extended day-care centers/groups to be used by the sports schools to help young athletes complete their school work and have a place to rest before the evening training session.

In summary, Vydrin (1980) has argued that sport in the USSr is viewed as an "important means of Communist education." The Soviet viewpoint is that sport achievements reflect not only the strengths and skills of the individual but also the strengths and skills of society (Jefferies, 1984).

Personal Observations

The following observations are based primarily on study seminars to the USSR in 1983-84-85.[2]

(1) "Before you can compare the Soviet System with any other educational system, you must compare where Soviet education was prior to the revolution and where it has progressed to at present. It is important to first compare the Soviet System with itself." (Campbell, 1985)

(2) "The Soviets prefer to refer to their system as 'developing socialism.' Developing socialism is a means of achieving 'Communism.' The Soviets do not believe that Communism has yet arrived." (Campbell, 1985)

(3) "Sport is a major vehicle for achieving a Communist state." (Merited Master of Sport, 1985)

(4) "The right to participate in sport is as necessary as the right to work. Sport brings health, unites people and enhances the personality's harmonious development. Man must be beautiful in body and soul." (Bezrukavnikov, 1985)

(5) "All curriculum is basically the same at all the Institutes of Physical Culture. We are committed to centralization of thought and process." (Candidate of Science, 1985)

Conclusion

In the spring of 1983, when the current school reform (NSR) movement in the USA was being launched by such reports as "A Nation At Risk," prepared by the National Commission on Excellence in Education, criticizing the state of secondary education in this country, a countrywide school reform was also being set in motion in the Soviet Union. In June, 1983, in a speech to a plenary session of the Central Committee of the Communist Party, the General Secretary, Yuri V. Andropov--then roughly six months into his brief tenure as head of the Party--after citing the need to intensify the ideological bent of Soviet Education and to prepare all Soviet young people in school for their future lives of work in the national economy, concluded that the time had come to "....give some serious thought to reforming our schools, including vocational-technical education." In the summer months that followed, a commission was formed by the ruling C. P. Politburo, under the chairmanship of Konstantin U. Chernenko—soon, of course, to take over as the Party General Secretary after Mr. Andropov's death—to draft a set of school reform proposals (Szekely, 1985).

The temptation to draw at least some initial comparions between the reasons behind the onset of the school reform movements in this country and the USSR is irresistible. In both countries, the reform efforts have been sparked by widespread recognition of serious problems in schooling, problems related to curricular programs, the recruitment, evaluation, and reward of teachers, and the school preparation of youth for further education and careers (Szekely, 1985).

It is imperative that we closely examine the role that physical education and sport play in the Soviet scheme of things and understand the significance with which the Soviets view physical education and sport.

NOTES

[1]Because of space limitations the author has assumed that the reader is familiar with the basic concept behind New School Reform (NSR) in the USA, and therefore concentrated his discussion on NSR as it relates to Physical Education and Sport in the USSR.

[2]Postdoctoral:

Comparative Physical Education and Sport, Concordia University, Montreal, Canada. Studied at the Federal (Lenin) Institute of Physical Culture and Sport, Moscow, 1983 (summer sabbatical).

Comparative Education, Center for the Study of Socialist Education, University of Virginia, Charlottesville, Virginia. Study/travel seminar with Citizens Exchange Council to Moscow, Pskov and Leningrad, 1984 (summer sabbatical).

Comparative Education, University of New Mexico. Study/travel seminar with Professional Seminar Consultants to Leningrad, Minsk, Kiev and Moscow, July-August, 1985.

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An Interview With Dr. Kenneth M. Cox . . . . . .

AN ANALYSIS OF NEW SCHOOL REFORM IN THE USSR

Editor's Note:

Dr. Kenneth M. Cox is a professor of Health and Physical Education at Lock Haven University of Pennsylvania. A nationally recognized Soviet Scholar in Comparative Education, Physical Education and Sport, Dr. Cox conducted postdoctoral research in the Union of Soviet Socialist Republics (USSR) during the summers of 1983-84-85. He was selected to participate in seminars at Pedagogical Institutes and Institutes of Physical Culture and Sport in Leningrad, Moscow, Pskov, Kiev and Minsk. He is scheduled to participate in seminars in Moscow, Bratsk and Irkutsk again in August, 1986. Dr. Cox earned his Doctor of Education degree from the University of Washington. Dr. Cox has authored over 100 articles for professional journals and publications.

*This interview was conducted by the Journal of International Student Personnel on June 1, 1986.

JOURNAL: Dr. Cox, how long have you been studying comparative education, physical education and sport in the USSR, and why?

DR. COX: I have been interested in Soviet studies for over 25 years. The continual struggle between our society, based on free association and representative government, and the Union of Soviet Socialist Republics (USSR) which is based on totalitarian control is now being rooted again in the educational systems of each of these competing ideologies. The role of education, physical education and sport has assumed increased importance in the intense rivalry between these two "super powers." It is paramount that we analyze and compare our open democracy with the closed oligarchical system in the USSR. I believe as an educator that I have an obligation to research and inform my students of this diametrically opposed political and education system.

JOURNAL: In the USA, we have been bombarded with a multitude of national and state reports on education. The Task Force on Education for Economic Growth Report unveiled a state-by-state look at reform efforts. This 1984 report indicated that school reform plans are being developed in 46 states. Each state, along with their local school districts, has developed a multitude of educational reform recommendations. Recommendations run the full gamut, from more rigorous school discipline to increased academic requirements. Perhaps the most discussed national report has been "A Nation At Risk" commissioned by the National Commission on Excellence in Education. Probably no other state reform recommendations are as controversial as those in Texas, as evidenced by the controversial 2.000 grade point average/70% passing requirement for eligibility in extracurricular activities. Just this past month the powerfully persuasive report entitled "A Nation Prepared: Teachers for the 21st Century" by the Carnegie Forum on Education made many bold recommendations for school reform. Are there any similarities in structure and purpose of NSR in the USSR and USA?

DR. COX: Yes, there are many. In the USA, New School Reform (NSR) is commonly referred to as either "School Reform" or "Educational Reform" while in the USSR it is commonly referred to as "Draft Education Reform." Both President Ronald Reagan and General Secretary Mikhail Gorbachov are committed to NSR in hope of improving their nation's human potential and productivity. However, NSR in the USA has a "grass roots" approach at the local and state level, whereas, in the USSR the Communist Party Central Committee (CPCC) is totally committed to implementing an aggressive five-year plan of NSR legislation that commenced on September 1, 1984. The Soviet NSR legislation was authorized by the Communist Party of the Soviet Union (CPSU) and implemented by the Ministry of Education of each of the 15 Republics. It is a whole series of reforms in educational policy and curriculum planning.

JOURNAL: What is the primary goal of the CPSU with regard to NSR in the USSR?

DR. COX: The primary goal of NSR is to further develop the "New Soviet Man." The communist world view must be an integral part of the New Soviet Man. The ideas of Soviet patriotism and socialist internationalism, pride in the land of the Soviets.... our Motherland, and readiness to stand up in defense of the gains of worldwide socialism, is a responsibility of the New Soviet School. Both physical education and sport have been identified to play major roles in the development of the "New Soviet Man." The determination of the CPSU to implement NSR can best be described by a quote from Geidor Aliyer (1984).....

> ....."allow me, dear comrades, to express the firm conviction that the reform of the school worked out by the CPSU Central Committee and supported by the whole people will be successfully implemented."

JOURNAL: Dr. Cox, can you further expand on the goals of the CPSU?

DR. COX: Yes. Michail L. Rodinov (1984) the deputy rector at Moscow-Lenin State Pedagogical Institute and a Soviet authority in Comparative Education, best described the USSR's basic position with regard to the implementation of NSR:

> ....."the Soviet peoples are committed to forging ahead with the doctrine of Marxism-Leninism. One of the best ways of guaranteeing the growth of Marxism-Leninism is through the development of the New Soviet Man. The 'New Soviet Man' must be committed to 'Scientific Socialism' and 'Dialectical Materialism.' Because of the ongoing struggle between the proletariat (USSR) and the bourgeoisie (USA), the 'New Soviet Man' is committed to the philosophy of Communism which advocates the teaching of Marxism-Leninism. Hence, the USSR is in conflict with American imperialism, and education will be at the forefront in guarding against imperialism and developing the 'New Soviet Man.' The most effective method of developing the 'New Soviet Man' is through NSR."

At a seminar at Lesgaft Institute of Physical Culture in Leningrad, L. M. Bokhov (1985) further emphasized the importance of NSR.....

> ....."education has fallen somewhat short of desired Soviet educational and political goals. In the Soviet Press there has been numerous criticisms of the existing school system. Teachers, parents and college lecturers became dissatisfied with the rigid nature of the school system, outdated school programmes, obsolete teaching material and teaching methods, lack of provision for individual differences and, in general, the restrictive nature of the school curriculum.....that school syllabuses were not adequate to develop the pupils' moral, ideological and social qualities and prepare them for life and work."

JOURNAL: What are some of the more important NSR modifications and changes?

DR. COX: Probably the following six changes will have the greatest impact on Soviet education:

(1) Students start school at the age of six in 1986 instead of seven. They will attend school 11 years instead of 10.
(2) Update of all school syllabuses to develop the pupils' moral, ideological and social qualities and prepare them for life and work.
(3) Strengthening the ties between school and life. The aim at giving every school graduate a labor skill through on-the-job study that will start in early grades.
(4) Strengthening the existing centralization of all educational programs and curricula and the state control and standardization of prescribed curricula, formal examinations, centrally prescribed textbooks and teachers' manuals, together with ministerial rules

and regulations covering the pupils' conduct and discipline, continue to remain one of the most salient features of Soviet educational life. The pervasive and increasingly saturating insistence on Marxist-Leninist ideology at all levels of education is yet another vivid example of the state's and party's control of the system as a whole.

(5) Physical Education to be strengthened in the schools. Increase the amount of time spent in physical education from seven to eight percent at all levels.

(6) Higher monetary incentives for all teachers (including physical education).

JOURNAL: What are the basic aims of Soviet education under NSR?

DR. COX: Probably the three basic aims are:

(1) To improve the quality of education and upbringing. The whole purpose of bringing up, educating, and teaching the youth of today must be to nurture communist morality in them. Within the educational institutions the Octobrists, Pioneers and Komsomol, must serve as a checks and balance system for the CPSU.

(2) To improve the quality of ideological, political and vocational education.

(3) To improve the quality of teaching, school programs, and textbooks from pre-school, secondary school (secondary general education, incomplete secondary, full secondary), vocational and technical education, secondary specialized education and higher education.

JOURNAL: What about the role of physical education in NSR? What are some of the changes being dictated by the CPSU?

DR. COX: Generally speaking it is evident that Physical Education (PE) is a high priority with the 26th Congress of the CPSU who initiated the Development of Public Education in the USSR. The Ministers of Education in each of the 15 Republics have been charged with the responsibility to:

(1) Rededicate and reemphasize the GTO slogan, "GET READY, BE READY, FOR LABOR AND DEFENSE."

(a) Increase the preparation of the masses for labor and defense of the Motherland. A rigorous trial of the physical and mental facilities of the Soviet people were the years of the Great Patriotic War (WWII). Among the factors ensuring victory over Fascism was the physical fitness and general health of the Soviet people.....the fighters in the Soviet Army and the workers in the rear, fitness that resulted in relentless efforts by the party and government to create a socialist physical education system and to develop the physical fitness movement in the USSR.

(b) The physical education of young people is designated in the Constitution of the USSR as one of the most important tasks of the entire public education system. It must emphasize the

scientific foundation of the Soviet PE system. (Reemphasis of Qualifying Standards of the GTO All-Union Physical Culture Standards) Physical educators are charged with identifying sports talent utilizing scientific and experimental evidence.

(c) "For the Sports Honor of the School." Schools are the organizational center of mass competitions and the PE system is concerned primarily with the individual person, with his health and harmonious development.

(d) The Marxist-Leninist teaching on the comprehensive development of the individual and on the close unity of cognitive, physical, labor, moral and esthetic education is the scientific basis of the system of PE in the USSR.

JOURNAL: Where does sport fit into the scheme of things in NSR? Also, what are some of the changes being dictated by the CPSU?

DR. COX: Historically, competitive and organized sport belongs to the Sports Committee of the Soviet Union located in Moscow. All other authorities who have an interest in promoting sport are subordinate to the authority of the Sports Committee. In affairs that relate to the elite sports training of children, this committee generates its official policy in cooperation with the sports department of the Ministry of Education. It is perhaps unique to the socialist nations, the USSR in particular, that the educational authorities are responsible for developing programs both in education and in the elite sports training system. Because of this structure, competitive sport is included in NSR in the USSR. Remember the primary objective of sport in Soviet society is to, "perpetuate the image of communism."

JOURNAL: Can you further expand on the major emphases in NSR as it relates to sport?

DR. COX: Yes. The Soviets utilize sport as a vehicle for Soviet propaganda. Specifically, the CPSU utilizes sport to "PERPETUATE THE IMAGE OF COMMUNISM." Professor E. R. Furmanov (1985) emphasized that major emphasis is as follows:

(1) To increase the number of sport schools by 10%. There are 6,700 sport schools in the Sport School System.

(a) Children's and Young People's Sports Schools which serve as the foundation for training elite athletes.

(b) Specialist Children's and Young People's Sports Schools of Olympic Reserves which specialize in only one type of sport.

(c) Schools of Higher Sports Mastery which provide highly specialized training on an individual basis.

(2) Expand (by 5%) and improve the Sport Boarding Schools especially in the rural area.

(3) Expand and intensify the Specialist Class concept which is less than a decade old. This concept utilizes a flexible daily timetable that takes into account the students' sport training demands.

(4) Increase the number of sport clubs in all school environments.

(5) Place general emphasis on research in physical education and sport. A high priority is to increase the number of highly qualified professionals working on research in sport.

(6) Continued emphasis on the All-Union Sports Classification which is similar to the "Ready for Labor and Defense".....GTO Award.

(7) Intensify the system of awards including youth and adult rankings to include the Candidate Master of Sport, Master of Sport of the USSR, and International Class Master of Sport of the USSR. Also increase the number of Order of Lenin for sports coaches and the honorary title Outstanding Worker in Physical Culture.

(8) Improved cooperation and coordination between the schools and the 36 sports societies, especially the Burevestnik (representing the students).

(9) Increase the competitive opportunities between sports societies and clubs at both the local, Republic and Spartikaed levels, during the four-year schedule of competition based on the Olympic cycle (Macro-to-Meso-to-Micro).

(10) Coaches of youth sports are encouraged to concentrate not on those singular skills required for a particular sport but rather on developing a strong foundation of general physical ability.

(11) Greatly increase the number of extended day-care centers/groups to be used by the sports schools to help young athletes complete their school work and have a place to rest before the evening training session.

You must remember that sport in the USSR is viewed as an "important means of Communist education." The Soviet leadership is quick to emphasize that sport achievements reflect not only the strengths and skills of the individual but also the strengths and skills of society. Their nationalized news media emphasized their outstanding performance in the 1985 World University Games in Kobe, Japan, where Soviet athletes won 84 medals as compared to the USA's 66 medals. The Soviets also won 44 gold medals compared to our 22. Their recent championship performances at the 1985 World Gymnastics Championships in Montreal, and their outstanding performance at the World Junior Hockey Championships are excellent vehicles for Soviet propaganda. I am sure the Soviets will try to make the most out of the 1986 Goodwill Games scheduled for Moscow this summer and cosponsored by Turner Broadcasting, which is paying nearly $13 million to the Soviet Union and The Athletics Congress to cosponsor and televise the event, expected to draw 5,000 athletes from 50 nations--including 500 to 600 from the USA--to participate. The Soviets utilize sport to influence international opinion.

JOURNAL: In other words there will be a closer association with sport and the Soviet educational system.

DR. COX: Yes. However, the physical education teachers will continue to concentrate their efforts on mass participation, along with the identification of athletic potential of Soviet youngsters. However, competition in the Olympic type sports will remain the primary responsibility of the sports clubs and sports societies. Currently there is an undertaking in the Soviet physical fitness movement under the

motto "one plus two." If in a week each experienced athlete attracted two novices, this would be his good deed to society.

JOURNAL: What was your impression of the physical plants at the institutes, universities, sports schools and sports clubs? Are they comparable to those in the USA?

DR. COX: Actually I was disappointed in their physical facilities, especially at the educational institutions. During the last three years I have had the opportunity to visit four of their most prestigious Institutes of Physical Culture (Education) and Sport. With the exception of the Federal Institute of Physical Culture and Spcrt in Moscow, the facilities at Lesgaft Institute of Physical Culture and Sport in Leningrad; Byleurussian Institute of Physical Culture and Sport in Minsk; and the Ukrainian Institute of Physical Culture and Sport in Kiev were inferior by American standards. Even at their more prestigious sports schools I found their indoor and outdoor facilities to be grossly inferior to what we are accustomed to here in Pennsylvania. The physical education facilities at the Pedagogical Institutes (ex., Moscow-Lenin Pedagogical Institute) and even Moscow-State University were of minimal standards. However, each of the major cities has a "showplace" stadium and indoor sports palace, utilized for republic level championships.

JOURNAL: Why then do they do so well in international sports competition?

DR. COX: They have confidence in their federal system. We cannot lose sight of the fact that a greater emphasis is placed on the academic preparation of physical educators and coaches. Their system allows for a much smaller teacher-pupil ratio for instructional purposes and a considerably smaller coach-athlete ratio. In the Soviet scheme of things, sport is considered an academic discipline. I must also mention, that under NSR the Soviet government is committed to improving their educational physical plants that prepare physical educators and coaches, as evidenced by the construction of a new campus at the Byleurussian Institute of Physical Culture and Sport on the edge of Minsk. The Soviets under NSR are making every effort to attract what they consider to be their "best" into the teaching and coaching professions. Improvement of facilities and equipment will play a major role.

JOURNAL: This past November, Secretary of State George Shultz and Soviet Foreign Minister Edward Shevardnadze signed a USA-USSR cultural pact in the presence of President Reagan and Soviet leader Gorbachov which provides for exchanges of Americans and Soviets in a variety of fields, including performing arts, academics, business and athletics. Are you encouraged by this action?

DR. COX: Yes, with reservation. It's a start. I appreciated what President Reagan said in <u>USA Today</u> (Nov. 15, 1985):

> ....."I have hopes that we can lessen the distrust between us, reduce the levels of secrecy, and bring forth a more 'Open World.' If Soviet youth could attend American schools and universities, they could learn firsthand, and that we do not wish the Soviet people any harm. If American youth could do likewise, they could talk about their interests and values and hopes for the future with their Soviet friends..... They would get firsthand

knowledge of life in the USSR, but most important they would learn that we are all God's children with much in common..... Imagine if people in our nation could see the Bolshoi Ballet again, while Soviet citizens could see American plays and hear groups like the Beach Boys. And how about Soviet children watching 'Sesame Street.' It is not an impossible dream that our children and grandchildren can someday travel freely back and forth between America and the Soviet Union, visit each other's homes, work and study together, enjoy and discuss plays, music, television, and root for teams when they compete.....IF WE MUST COMPETE, LET IT BE ON THE PLAYING FIELDS AND NOT ON THE BATTLEFIELDS."

I think that pretty much sums up how we feel in our free society. The historic agreement between the U.S. Olympic Committee and the National Olympic Committee of the Soviet Union signed by USOC President Robert H. Helmick and USSR's National Olympic Committee President Marat Gramov in Colorado Springs on September 15, 1985 pledging international sports cooperation is another example of the potential cooperation that can exist between our two nations.

The visit by three prominent Soviet sports educators this past May at the Olympic Training Center in Colorado Springs, was the first under the agreement. The three-man group including Vladimir Zatsiorsky, head of the Department of Biomechanics of the Central Institute of Physical Culture & Sport in Moscow; Vassily Gromyko, vice chairman of the USSR National Olympic Committee and the Sports Committee of the USSR; and Nikolai Lentz, an administrator of the scientific research section of the USSR Sports Committee, also spent three days at Penn State University examining the athletic, physical education, and biomechanical laboratory facilities. In September, 1986, American sports scientists will visit the Soviet Union. When the Kirov Ballet comes to the USA this June, it will be the first result of the November 1985 cultural-exchange agreement between President Reagan and Soviet General Secretary Mikhail Gorbachov. The Leningrad troupe, considered to be among the finest dance companies in the world, is making its first visit to this country in almost a quarter of a century. The Ballet "Wolf Trap Presents the Kirov: Swan Lake" will air over PBS stations on June 7, 1986.

JOURNAL: Do you have a final comment?

DR. COX: Yes. I strongly urge our political leaders to make every effort to create cultural exchanges with the Soviets in every educational and cultural endeavor. Hopefully the recent Chernobyl Nuclear incident won't have a negative effect on our relations. Open communication between our two nations is paramount, especially in the area of comparative education and must remain our highest priority.

THE PSYCHOLOGICAL FOUNDATION OF SOVIET SPORTS PARTICIPATION

by

Dr. Kenneth M. Cox

A. Introduction

The author has a descriptive article titled, "The Psychological Foundation of Soviet Sports Participation" scheduled for publication in the fall, 1986 issue of PA JOHPERD magazine. This manuscript is intended to not only be a comparative analysis of sport psychology in the USA and USSR, but will also focus on the psychological foundation of physical culture and sport in modern Soviet society.

B. Brief Overview

Psychology is a term that literally means the "study of the mind." Psychology is also a scientific discipline, and consists of various sub-disciplines such as clinical psychology, experimental psychology, physiological psychology, developmental psychology, educational psychology, and a recent sub-discipline, sport psychology. Each of these sub-disciplines of psychology focuses on a particular aspect of behavior. Since the mid-nineteenth century, psychology, as a scientific discipline, has grown tremendously throughout the world (Colfer, 1986).

Psychology plays a very important part in the Soviet system of training the teachers and coaches. There are psychology courses in the curricula of all the Pedagogical Institutes, Institutes of Physical Culture and Sport and the Faculties of Humanities of all universities.

There are certain basic differences to be noted between the ways of American psychology and those of Soviet psychology, derived, no doubt, from the history of each nation and from respective philosophies of life. For instance, we have been greatly influenced by the behaviorist and psychoanalytic schools of thought, whereas the Russians will have little or nothing to do with them (Winn, 1961). The Soviets utilize the teachings of Marx and Engels, and Lenin; it uses dialectical materialism as its foundation; it practices criticism and self-criticism; it fights

against bourgeoi's survivals and for the proletariat; it is a true science and on its way towards fulfilling Makarenko's motto: "Man must be changed."

In Soviet psychology, the approach to play as a socio historical phenomenon was developed by L.S. Vygotskii, et. al. Children's games, in particular, are regarded as a way of including the child in the world of human actions and relationships. Children's games arise at the stage of social development when highly evolved forms of labor prevent the child's direct participation in labor at the same time as his upbringing creates a yearning for a joint life with adults.

Because the Soviet leadership utilizes sport as a vehicle for both domestic and foreign policy propaganda, the following morality slogans are displayed throughout the Soviet Union at sporting festivals:

> "One for all and all for one"..... "The festival is a unique demonstration by the physical fitness movement of the great amount of work and preparation of youth for labor and for the defense of their Homeland"....."For the homeland and the party: our successes in labor and sports!"....."Ready for Labor and Defense"..... Express your love and dedication to the socialist Homeland and the Communist Party. Proclaim your readiness to work for the good of the Homeland and, if necessary, defend it with all of your might, and be committed to raising high the flag of Soviet sports."

Atboth the Festival of Youth Games in February, 1986, at the Goodwill Games in July, 1986, at the Olympic Sports Complex in Moscow, a massive display sign again demonstrated the loyalty of Soviet youth to the socialist homeland and their dedication to the Community Party.

The following is a quote from Victor Tikhonov, Manager of the Central Army, the number one ice hockey team in the USSR, and the Soviet National team (Soviet Life, 1986):

> ".....along with physical fitness, strategy and good equipment, what counts in contemporary hockey is strong nerves and the will to win. Therefore, coaches of the Central Army Club attach great importance to a player's psychological conditioning. The stress that all players must live up to present-day demands. Tikhonov believes that the CAC is a close-knit team, where each player is a leader and feels responsible for the common cause. Neither a defenseman nor a forward shifts his burden onto anybody else. That's why the younger players care just as much how the team is faring as Igor Larionov, Vyacheslav Fetisov, etc., who comprise the leading lineup. Leaders must remain leaders at all times."

Finally, the use of psychology in Soviet sports, a nationally underwritten program resulting from state-funded research into the connection between mind and body and experiments in psychophysiological conditioning, has been called the Soviets' secret weapon in the cold war of athletic combat. "The Russians think human potential is almost unlimited, and they are trying to find the key that will bring out those potentials lying dormant," said Russian immigrant, Dr. Gregory Raiport, once a psychologist to the USSR's Olympic teams (Oppenhiem, 1986).

C. PSYCHOLOGICAL FOUNDATIONS OF LEARNING

USA

- Mental Discipline (Faculty Psychology)

- Connectionism (Laws of Effect, Readiness and Exercise)

- Behaviorism

- Gestalt Theory

- Cognitive Psychology

USSR

- Dialectical Materialism (Marxist Theory)

THE PHILOSOPHICAL FOUNDATION OF PHYSICAL CULTURE AND SPORT IN THE USSR

by

Dr. Kenneth M. Cox

A. Introduction

The author has a descriptive article titled, "Philosophical Foundation of Physical Culture and Sport in the USSR" scheduled for publication in the winter, 1987 issue of PA JOHPERD magazine. This manuscript is intended to not only be a comparative analysis of philosophy of sport in the USA and USSR, but will also focus on the philosophical foundation of physical culture and sport in modern society.

B. Brief Overview

It is important for every coach to have a well-thought out basic philosophy from which to operate. In order for the wrestling coach to perform at his maximum potential, he should consider his philosophy in four parts: (1) philosophy of life, (2) philosophy of education (profession), (3) philosophy of HPER (academic discipline), and (4) philosophy of sport (academic discipline).

In the U.S.A. we enjoy the unique privilege to live, work, and play in a "Free Democracy." Having a personal philosophy is vital in order for each of us to live in harmony in this multi-national environment. Perhaps the best way to think of philosophy is that it serves as a common denominator. It is most important that your wrestlers, their parents and staff thoroughly understand your philosophy. Also your school administration, pupil personnel services, technical services, support personnel, and other teachers should be familiar with your basic philosophy of operation. Communication is paramount.

Scouting your opponent is very important if your team is to maintain a competitive posture. Realizing this, the author has examined the "philosophical foundation of physical culture (education) and sport in the USSR." By studying

your opponent you become aware of his tendencies including his strong and weak points. From this vantage point, the coach can develop a "game plan" allowing his team the maximum opportunity to secure victory. The assistant wrestling coach in charge of scouting is much like a military intelligence staff officer (G2) whose primary responsibility is collecting enemy intelligence for his commander. This affords the commander the opportunity to develop a sound battle plan. Likewise, in competitive sport, examining the opposition coaches' philosophy and his team's tendancies must remain a high priority. Realizing this the author has studied Soviet philosophy and its impact on Soviet physical culture and sport.

The basic philosophy of Communism is that it is a classless social system with single national ownership of the means of production and complete social equality of all society members where, together with comprehensive development of people, production forces will grow on the basis of constantly developing science and technology, all sources of public wealth will flow full stream, and the great principle "from each according to his ability, to each according to his needs" will be achieved. Communism is a highly organized society of free and conscientious workers, where public self-government will be affirmed; work for the good of society will become the primary vital need and realized necessity for all; and the abilities of each will be utilized with the greatest benefit for the people (Pravda, March 7, 1986). It is important to remember that the CPSU utilizes sport as a vehicle to influence favorable domestic and foreign policy through an organized propaganda structure.

C. PHILOSOPHICAL FOUNDATION

USA (Multi-)

- Democracy (open)
  - Idealism (model)
    - Realism (drill)
      - Pragmatism (motivator)
        - Existentialism (counselor)
          - Essentialism (essential subjects)
            - Reconstructionism (transforming culture)
              - Naturalism (guide)
                - Pragmatic Naturalism (progress)
                - Romantic Naturalism (basic urge)
                - Scholastic Realism (Roman Catholic)
                - Humanism

USSR

- Communism
  - Developing Socialism
    - Dialectical Materialism
      - Secular Humanism

A COMPARATIVE ANALYSIS OF PREPARATION OF PHYSICAL EDUCATION TEACHERS IN THE USA-USSR

by

Dr. Kenneth M. Cox

A. Introduction

The author has a descriptive article titled, "A Comparative Analysis of Preparation of Physical Education Teachers in the USA-USSR" scheduled for publication in the summer, 1987, issue of PA JOHPERD magazine.

B. Brief Overview

For the past four years I have been studying Comparative Soviet Education, Physical Education and Sport at Institutes of Physical Culture and Sport, Pedagogical Institutes and Special Sport Schools in Moscow, Leningrad, Pskov, Kiev, Minsk, Bratsk, Irkutsk and Susdal.

Both the USA and USSR are deeply committed to instituting new school reform (NSR). The educational leadership in both nations have endorsed tougher regulations on training of teachers in all academic areas. For example, to meet new, higher accreditation standards, Pennsylvania colleges will have to test students before admitting and certifying them, make courses more rigorous and follow students for a year after they graduate. The state's Department of Education has upgraded its requirements effective in July 1987, and the National Council for the Accreditation of Teacher Education approved similar, tougher regulations in June, 1985. All schools in Pennsylvania that graduate teachers must meet state certification standards. Accreditation by such organizations as the National Council for the Accreditation of Teachers which accredits 542 of the 1,276 teaching training schools in the nation, developed the standards over the last three years as a response to a series of national reports criticizing American Schools. Two of the more influential reports have been the 1985 report by the

National Commission on Excellence in Education titled, "A Nation At Risk: The Imperative for Education Reform," and the 1986 report of the Carnegie Task Force on Teaching as a Profession, "A Nation Prepared: Teachers for the 21st Century." Earlier reform reports called for higher standards, tougher requirements for teachers and a more rigorous curriculum for students. As a result of these reports, many states enacted laws mandating a variety of new programs to upgrade education. In most cases, the states also increased financial support for their schools. Both major teacher unions, the American Federation of Teachers (AFT-CIO) and the National Education Association, are facing the reality that a national certification test for new teachers and numerous other innovations are a vision of the future of education in the United States.

The years between 1964-84 are regarded as the transitional period in Soviet education during which the school curriculum vacillated between the academic and the vocational. Various attempts to change the quality of schooling during the 1970's and 1980's indicate that education has fallen somewhat short of desired Soviet educational and political goals. In recent years, the Soviet Press (PRAVDA, etc.,) has had numerous criticisms of the existing school system. Teachers, parents and professors became dissatisfied with the rigid nature of the school system, outdated school programmes, obsolete teaching material and teaching methods, lack of provision for individual differences, and, in general, the restrictive nature of the school curriculum. The 1984 Draft Education Reform referred to a whole series of "negative features, serious shortcomings, and omissions," which have accumulated over the years. In July 1984, Mikhail S. Gorbachev replaced the Minister of Higher Education in the Soviet Union for 31 years, Vyacheslav Yelyutin, continuing the shakeup of the country's educational leadership. The direct responsibility for reform implementation falls to the USSR Ministry of Education. As the central organ for state management of public education, it is obligated to take a more active part in maintaining a more up-to-date approach to managing the system. During the recent XXVII CPSU Congress (1986), the CPSU Central Committee drafted an extensive document titled,

"Basic Directions for the Reorganization of Higher and Secondary Specialized Education in the Country," considered by the CPSU to be one of the most urgent tasks in developing Soviet Society on a modern basis.

From all indications both Health, Physical Education and Sport will play an even more important role in the future of both the American and Soviet society.

UNIVERSITY OF WASHINGTON

ABSTRACT

A STUDY OF THE ATTITUDES AND OPINIONS OF SELECTED COLLEGE WRESTLING COACHES, COMPETITORS, AND OFFICIALS THROUGHOUT THE UNITED STATES RELATIVE TO THE POSSIBLE INTEGRATION OF INTERCOLLEGIATE WITH INTERNATIONAL WRESTLING RULES, 1960-61

by Kenneth Mervin Cox

Chairman of Supervisory Committee: Professor Norman F. Kunde
Department of Physical
Education - Men

The purpose of this descriptive research was to determine by the utilization of a structured questionnaire the attitudes and opinions of selected intercollegiate coaches (N=41), competitors (N=22) and officials (N=25) with regard to the possibility of integrating intercollegiate and international rules. The study was divided into two subproblems. The first subproblem dealt with a determination of the attitudes and opinions of selected respondents toward the two styles of wrestling. The second subproblem analyzed their suggestions for integrating the two styles of wrestling. It was hypothesized that the attitudes, opinions and suggestions of wrestling coaches, competitors, and officials from colleges might serve as the basis for rule integration intended to standardize competitive wrestling in the United States. The investigator believes that the data has, to a certain extent, verified the hypothesis.

Need for the Study

The study was deemed necessary for the following reasons:

1. If wrestling rules could be developed for participation in the United States that are more consistent with international rules, the results of international competition might be more advantageous to American wrestlers.

2. A need exists to determine viewpoints in order to provide a standard

for integrating intercollegiate wrestling rules with international wrestling rules.

3. It is important to determine what is best for American wrestlers to enable the sport to attain greater popularity and support.

Analysis of Data

The responses for each of the questions were tabulated showing the range and frequency of answers. For purposes of tabulating, the questions were arranged in categories pertaining to particular phases of international (AAU) and intercollegiate (NCAA) wrestling. Frequency distributions and percentages were used to analyze the data in 28 specific areas. Tables and illustrations were prepared to make the material more meaningful to the reader. Each respondent had 126 opportunities to make comments and suggestions concerning integration. These 88 respondents accounted for a total of 8,403 varied comments and suggestions. A three-member Technical Committee was chosen to assist the investigator in determining the suggestions of the respondents in Part Two.

Recommendations

Based upon the data derived from the study, the following are 10 of the most prevalent recommendations for competition:

1) An additional 142-pound weight class be included. The 191-pound class be raised to 198 pounds (115, 123, 130, 137, 142, 151, 157, 167, 177, 185 198, Hwt.);
2) trunks, with jockey jersey, be mandatory;
3) the circular mat with a 30-foot diameter, on floor level, be utilized;
4) every match should include three 3-minute periods (3x3x3=9);
5) time advantage be eliminated, except in overtime matches to break a tie;
6) the "one-second" controlled fall be adopted;
7) the "par terre" start, with the defensive wrestler on all fours and the offensive wrestler kneeling on one knee directly behind his opponent

with his hands on his opponent's flanks, be adopted;

8) a Technical Committee be organized on a national level to constructively evaluate and rank officials periodically;

9) a national examination (written, practical, and oral) be given to all officials to aid in determining their competency; and,

10) the figure-four body scissors be allowed to be applied on all parts of the body.

KMC

UNIVERSITY OF WASHINGTON

Abstract

AN EXPERIMENT IN TEACHING COMPLEX MOTOR SKILLS TO UNIVERSITY FRESHMEN MALE STUDENTS USING CONTINUOUS AND DISCRETE CONCEPT SEQUENCES WITH AND WITHOUT INSTANT VIDEOTAPE REPLAY

by Kenneth Mervin Cox

Chairman of Supervisory Committee: Professor Francis P. Hunkins
Department of Curriculum
and Instruction

Purpose

The experimenter (E) investigated two instructional strategies designed to teach complex motor skills to university freshman male subjects (Ss) with high and low physical achievement as measured by the American Association of Health, Physical Education, and Recreation-Physical Fitness Test (AAHPER-PFT). Specifically, the E sought to compare the effectiveness of continuous concept sequencing with and without instant videotape replay with that of discrete concept sequencing with and without instant videotape replay in regard to teaching complex motor skills related to college wrestling.

Objectives

The overall null hypothesis stated that randomly selected university freshman male Ss taught complex motor skills, i.e., college

wrestling, by the continuous concept sequence strategy with and without instant videotape replay, would not achieve significantly different scores on a wrestling performance skills test than Ss taught by the discrete concept sequence strategy with and without instant videotape replay. It was further hypothesized that regardless of the instructional strategy, Ss with a high level of physical achievement would not score significantly different on a wrestling performance skills test than Ss with a low level of physical achievement.

Procedure

One hundred forty Ss were randomly selected from the freshman male population, University of Washington. Using random numbers the Ss were equally divided into four beginning physical education wrestling classes. Ten Ss with previous wrestling experience were transferred to other activity classes after the first class period. The remaining 130 Ss had no prior wrestling experience. Because of illness, injury, or personal reasons, seven additional Ss withdrew during the experiment, leaving 123 Ss involved.

The length of the experiment was 11 weeks with each class meeting twice weekly for periods of 40-45 minutes. All Ss were taught the same 75 complex motor skills. The AAHPER-PFT was administered prior to the instructional phase, for the purpose of subdividing the Ss into either a high or low physical achievement level. The median T-score of each class served to separate the two levels.

A performance skills test designed by the E was employed to analyze the Ss ability to perform complex motor skills. A subject was matched according to his T-score on the AAHPER-PFT, body weight, height, and age with a S from another class.

Analysis of Data

Analysis of variance was used to analyze scores on the wrestling performance skills test. Levels of significance were established at $p \leq .05$. Within each treatment condition, data were analyzed according to the presence or absence of instant videotape replay and the level of physical achievement. This resulted in a 2 x 2 x 2 factorial experiment with a randomized group design. The factors were instructional strategies, educational technology, and organismic variable.

Results

There were no significant differences in the performance of wrestling skills between the treatment groups.

The treatment effects were partitioned into three main effects of the factors and four interactions between the factors. The first main effect showed no significant differences between the treatment groups receiving continuous concept sequencing and those receiving discrete concept sequencing. Similarly, the second main effect revealed no significant differences between treatment groups taught with

and without instant videotape replay. The third main effect, the physical achievement variable, was significant at .01 level of confidence. In terms of the performance skills test, Ss identified as possessing a high level of physical achievement performed significantly better than Ss identified as low physical achievers.

There were no significant differences of the four interactions between the factors.

Conclusions

It may be concluded that Ss taught by the continuous concept sequence strategy did not perform significantly different on a performance skills test than did Ss taught by the discrete concept sequence strategy. Also, the use of instant videotape replay had no significant effect in stimulating Ss learning of complex motor skills in wrestling.

Further, results revealed the level of physical achievement to be a significant factor in influencing Ss performance. Specifically, the higher the achievement (ability) the more successful the performance in wrestling.

A B S T R A C T

DRUG ATTITUDES AND PERSONALITY CORRELATES OF THE UNITED STATES WORLD WRESTLING TEAM. Dr. Kenneth M. Cox, State College, Lock Haven, Pennsylvania; Dr. Richard A. Gilberts, State University, Superior, Wisconsin.

The study was concerned with the comparison of attitudes of the 1970 U.S. World Wrestling Team toward four drug categories: stimulants, marijuana, depressants, and hallucinogens. Whether drug attitudes were related to specific personality variables was also tested. Subjects (Ss) for the study were forty-three champion collegiate wrestlers selected to participate in the U.S. World Free-Style and Greco-Roman Wrestling Training Camp. The measures consisted of a semantic differential designed to assess the connotative meanings of the four drug categories and the Group Personality Projective Test (GPPT). Drugs of abuse were seen by the Ss as slightly negative. Marijuana was reported as the least undesirable drug ($\bar{x}$ = 3.25) while hallucinogenic drugs (LSD) were consistently viewed as the most unacceptable ($\bar{x}$ - 2.37). Significant differences ($p \leq .01$) were detected between the responses to the four drug categories using analysis of variance design. Personality adjustment generally did not correlate significantly with drug attitudes. However, inverse significant correlations were detected between affiliation needs and attitudes towards depressants and hallucinogens. Succorance needs were positively related to depressant drugs. Socio-economic status (SES) assessments and educational levels of the Ss were correlated consistently and significantly with the drug categories. Marijuana attitudes were most closely related to educational levels (r = .72). Age of the Ss correlated significantly (r - .63) with attitudes toward depressants. Father's occupation and drug attitudes were essentially uncorrelated, suggesting an even distribution of attitudes towards drugs across socio-economic classes. Other relationships identified were: the younger Ss responded more favorably to marijuana and less favorably to stimulants (r = .61) and depressants (r = .63). The lower SES wrestlers tended to be more emotionally disturbed (r = .32). The older Ss tended to display more nurturance needs (r = .33) and come from higher socio-economic classes (r = .73).

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RESTRUCTURING HIGHER EDUCATION AND SECONDARY SPECIALIZED EDUCATION IN THE USSR

Introduction

The continual struggle between our society, based on free association and representative government, and the Union of Soviet Socialist Republics (USSR) which is based on totalitarian control is now being rooted again in the education systems of each of these competing ideologies.(Cox, 1985) In the hopes of accelerating their countries' socioeconomic development, the role of education has assumed increased importance in the intense rivalry between these two diametrically opposed systems.

It is vital that educational researchers charged with the responsibility of studying New School Reform (NSR) Legislation in our open democracy, study and analyze the closed oligarchical system in the USSR. Equally important is that scholars of comparative education have an inherent obligation to investigate and inform our citizenry of the educational reforms being implemented in these two diametrically opposed political and educational systems. A comparative analysis would be the exchange of reports by American and Japanese educators who have spent the past two years studying each other's school systems. United States Education Secretary William J. Bennett is correct in saying, "that the Japanese, although they have serious problems of their own, do have lessons to offer America." (Shannon, 1987)

Both the USA and USSR can no longer ignore the fact that their preminence in commerce, industry, science and technological innovation is being overshadowed by competitors throughout the world. Every industrial world power is currently either in the

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discussion phase or have recently implemented reorganization and curriculum changes in the hope of bringing education in focus with the rapidly changing world. A prime example is the New School Reform (NSR) Legislation which would revolutionize British education. The major impetus of the proposals by Great Britain's Secretary of Education, Kenneth Baker and endorsed by Prime Minister Margaret Thatcher recommends that.....

> ....."moves towards a common curriculum for schools are being considered as part of the new legislation, which is likely to be trailed in the Conservative election manifesto. Baker considers that local education authorities have too much control over school curricula and that the emphasis needs to return to basic subjects." (Jones, 1986)

Before discussing the basic directions of "Restructuring Higher and Secondary Specialized Education in the USSR," the investigator briefly describes from a historical perspective the total focus of NSR Legislation in both the USA AND USSR. It is important to emphasize that the NSR movement instituted by the CPSU affects the entire public education system, affecting first elementary, secondary and specialized education, and higher education. Each level has its own set of tasks and concerns. This academic year (1986-87) has seen efforts shift to higher education. Massive public discussions have been held throughout the USSR, allowing for input from every segment of Soviet society.

Recent NSR Developments in the USA

In the USA numerous influential groups of reformists composed of business, education and professional people have flooded the media with a multitude of recommendations for curriculum revision, educational reorganization and a host of other recommendations in the hope that our schools will help solve some of our nation's ills. Basically, the primary objective of these groups is to keep the generations of Americans competitive in the world market.

Even our nation's governors are calling for a radical restructuring of the public schools system. (New York Times, 1986)

In August, 1981, then Secretary of Education T.H. Bell created the National Commission of Excellence in Education, directing it to examine the quality of education in the USA. Secretary Bell requested this "blue ribbon committee" to furnish both himself and the nation the results of their investigation within 18 months of their first organizational meeting. The Commission was created as a result of the Secretary's concern about "the widespread public perception that something is seriously remiss in our educational system." (The National Commission on Excellence in Education, 1983). The basic purpose of the document has been to help define the problems afflicting American education and to provide solutions for what was thought to be weaknesses and also identify what was thought to be strengths of American Education. This extensive report on the quality of education in America was made available to the American people in April, 1983. The report supposedly was free of political partisanship and contained several specific charges to which the Commission has given particular attention. These included:

> -assessing the quality of teaching and learning in our nation's public and private schools, colleges, and universities;
>
> -comparing American schools and colleges with those of other advanced nations;
>
> -studying the relationship between college admissions requirements and student achievement in high school;
>
> -identifying educational programs which result in notable student success in college;
>
> -assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and

-defining problems which must be faced and overcome if we are successfully to pursue the course of excellence in education.

The primary theme of this report was: .....

> "All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own interest but also the progress of society itself. (Gardner, A Nation at Risk, 1983)

Since the media blitz of "A Nation At Risk" we have been bombarded with a multitude of national and state reports on education funded by both private philanthropy and state and federal monies. The "Task Force on Education for Economic Growth Report" unveiled a state-by-state look at reform efforts. This 1984 report indicated that school reform plans are being developed in 46 states. Each state, along with their local school districts, has developed a multitude of educational reform recommendations. Recommendations run the full gamut, from more rigorous school discipline to increased academic requirements.

Probably no other state reform recommendations are as controversial as those in Texas, as evidenced by the controversial 2.000 grade point average/70% passing requirements for eligibility in extracurricular activities. Political anlysts have indicated that this controversial 2.000 gpa rule had a direct effect on the outcome of the governor's race in Texas this past November.

Both the two major teaching unions, the National Education Association and the American Federation of Teachers, have taken an active role in supporting specific New School Reform (NSR) from curriculum renovation to financial renumeration for both faculty and staff. For example, New Jersey increased the starting salary

for beginning teachers to $18,500, while Pennsylvania increased the number of carnegie units required for graduation for 18 to 21 credits. Many states (Texas, Kansas, Georgia, etc.) introduced teacher competency examinations for the first time but not without considerable controversy. The Albert Shanker led AFT/CIO endorsed the standardized evaluations, however the rival NEA has been critical of the concept from its inception. Even the National Collegiate Athletic Association (NCAA) has instituted the controversial Proposition 48 legislation for freshman eligibility at the Division I level.

Whatever its faults, the report of the "Carnegie Forum on Education" cannot be criticized for a lack of boldness. The business, political and educational leaders, who signed it proposed no less than a revolution in classroom teaching. The powerfully persuasive report entitled, "A Nation Prepared: Teachers for the 21st century," issued May, 1986, recommended that to impact the skills needed for America's economic survival in the next century, the "master teachers" should be certified by a national board of their peers. They said those board-certified teachers should be placed in charge of their schools and held accountable for the school's performance. And they said those teachers should be paid on a level equivalent to other professionals. (Branscomb, 1986)

Recent NSR Developments in the USSR

Education in the Soviet Union is in a process of change at least as significant as the school reforms promoted by Khrushchev in the late 1950's. The reforms of secondary general schools, which were debated and enacted in 1984 and were scheduled to take effect in September 1985, are only the first round of reforms that will encompass higher educational institutions and, eventually, adult education. (Lee, 1986)

In the USA, New School Reform (NSR) is commonly referred to as either "School Reform" or "Educational Reform" while in the USSR it is commonly referred to as "Draft Education Reform." Both President Ronald Reagan and General Secretary Mikhail Gorbachov are committed to NSR in hope of improving their nation's human

potential and productivity. However, NSR in the USA has a "grass roots" approach at the local and state level, whereas, in the USSR the Communist Party Central Committee (CPCC) is totally committed to implementing an aggressive five-year plan of NSR legislation that commenced on September 1, 1984. The Soviet NSR legislation was authorized by the Communiat Party of the Soviet Union (CPSU) and implemented by the Ministry of Education of each of the 15 Republics. It is a whole series of reforms in educational policy and curriculum planning.

School reform in the elementary and secondary level in the USSR is now in its third year. It has seen some definite accomplishments. The introduction of compulsory lessons in productive labor and closer cooperation between teaching collectives and base enterprises have already yielded noticeable positive results. Serious effective work is being done on developing a new school subject--the basics of information science and computer science. But as a whole the pace and depth of the transformations envisioned by the reform have been clearly unsatisfactory. (Editorial, Pravda, 9/1/86)

Most worrisome is the slowness and lack of agreement in working out new programs and textbooks. As before, the USSR Ministry of Education is making a poor showing in its leadership role. The old style of school is making a poor showing in its leadership role. The old style of school leadership is essentially staying the same. The teacher is not getting effective help from organizations of people's education and pedagogical science. His work is made more difficult, like before, by an infinite number of commissions, check-ups, and requirements and forms. These shortcomings were rightly condemned at the August teachers' conference.

In the new school year, institutions of higher education and technical schools were armed with a precise party program of action --"The Basic Directions for Reorganizing Higher and Secondary Specialized Education in the Country." The USSR Ministry of Higher Education, along with professor', instructors' collectives, and Komsomol organizations in educational institutions were faced with the primary task of providing a higher quality of training specialists, who would promote the Soviet Union's broad entry into the cutting edge of scientific-technical and social progress. This was

also discussed in great depth at the recent CPSU Central Committee Politburo meeting. (Iagodin, 1986) This new higher education reform is expected to have a positive effect on the more than five million students who gather in classrooms at some 894 universities and VUZ's (post secondary institutions).

Basic Directions for the Reorganization of Higher and Secondary Specialized Education in the USSR

The primary goal of NSR is to further develop the "New Soviet Man." The ideas of Soviet patriotism and Soviet internationalism, pride in the land of the Soviets.....our Motherland, and readiness to stand up in defense of the gains of worldwide socialism, is a responsibility of the New Soviet school. Education has been identified to play the major role in the development of the "New Soviet Man." The determination of the CPSU to implement NSR can best be described by a quote from Geidor Aliyer (1984)

> ....."allow me, dear comrades, to express the firm conviction that the reform of the school worked out by the CPSU Central Committee and supported by the whole people will be successfully implemented."

Repercussions of the new educational reform are being felt throughout the higher education system, because the focus has now shifted from the schools to higher education.

In June, 1986, a document of exceptional importance--the draft of the CPSU Central Committee's "Basic Directions for Reorganizing the Country's Higher and Secondary Special Eduation System--has been submitted for national discussion. (Editor, Pravda, June 5, 1986) The proposed reorganization and broad action on a nationwide scale, is one of the most urgent tasks in developing society on a modern basis. Speeding up the country's socioeconomic development demands a fundamental improvement in the professional Marxist-Leninist training of specialists. The qualifications and competency of personnel and their high civic responsibility in many ways determine the scale and pace of scientific and technical progress and of the intensification of the national economy. (Monakhov, 1986)

Because the USSR has experienced a decreased level of economic productivity in recent years, the CPSU has determined that many of their problems stem from a stagnated and bureaucratic educational system. (Logunov, 1986)

Prior to assuming the Communist Party General Secretaryship, Mikhail Gorbachev was directing the government behind the scenes as Second Secretary of the Communist Party, and he had appointed new leadership in the USSR Ministry of Public Education to empower the eduational reform. Because of his past leadership roles in education, many Soviet scholars are convinced Gorbachev will utilize his influence seeing that both "Draft Education Reform" and the more recent "Basic Directions for the Reorganization of Higher and Secondary Specialized Education" will be satisfactorily implemented. Most agree Gorbachev perceives education to play a more significant role in speeding up the country's socioeconomic development than had his predecessors Nikita Khrushchev, Iuril Andropov, and Konstantin Chernenko. When Chernenko succeeded Andropov as the CP General Secretaryship, the school reform commission chairmanship passed to Gorbachev, who, during the short, 13-month tenure of Chernenko as General Secretary, was to devote much attention to the adoption of the educational reform while laying the groundwork for his own assumption of power. (Szekely, 1986) Gorbachev, himself a product of VUZ (postsecondary education), displays every indication of utilizing higher education as a primary instrument to fulfill the mutual obligations of the state to the individual and vice versa in accordance to the Constitution of the USSR. It is also interesting to note that Gorbachev's wife is a former professor at the prestigious Moscow State University.

It was interesting to note that throughout the academic (1986-87) year, the CPSU would utilize continual reinforcement theory in strengthening the obligations of its citizens.....

> ....."essential obligations have also been imposed on the individual. The most important obligations of citizens of the USSR are to defend the socialist Fatherland, to undergo military service in the ranks of the USSR Armed Forces; to guard the interests

> of the Soviet state and promote the strengthening of its might and authority. Today, this means to actively participate in the implementation of the party's course for accelerating the economic and social development of the country, to increase public wealth through intensive labor, to strengthen discipline and order, and to protect public property. The increased requirements now being made of each Soviet citizen answer the very essence of constitutional norms. (Candidate of Judicial Sciences, 1986)

The leadership of the CPSU Central Committee is counting on 100% cooperation from all segments of Soviet society to guarantee that reorganization of higher education and specialized secondary education becomes a reality.

Fulfillment of the program goal of accelerating the Soviet Union's socioeconomic developments requires a fundamental improvement in the vocational and Marxist-Leninist training of specialists. The qualifications and competence of personnel and a strong sense of civic responsibility among them determine to a great extent the scale and rate of scientific-technical progress and intensification of the national economy. The reorganization of higher and secondary specialized education outlined in the decisions of the XXVII CPSU Congress is one of the most important tasks at the current stage of the society's development. (Iagodin, 1986)

Brief Analysis of the CPSU Committee Report

This detailed document consists of 10 major headings covering virtually every possible aspect of higher and specialized education in the country. It is evident that Mikhail Gorbachev has determined that education will be the primary vehicle to institute the acceleration of the country's socioeconomic development. The CPSU has determined that the USSR Ministry of Education and Specialized Education is not administering higher and secondary specialized education institutions properly nor fulfilling the CPSU's immediate and long-range plans for socioeconomic development. The problem of

improving the administration of higher and secondary specialized education is an urgent one. Today 894 higher education institutions are under the jurisdiction of union and republic ministries and departments, and 30 of these are in charge of only one of two institutes. There are more than 200 departments that are responsible for the administration of secondary specialized educational institutions. Many industrial ministries and departments have not seen to it that the higher education institutions under their authority are staffed with the necessary scientific and teaching personnel, that the educational and methodological work is performed at the proper level, and they are receiving the needed material and technical supplies in fulfilling CPSU objectives.

The document consists of a thorough discussion of the vital necessity to integrate education, production and science. A most important direction and basic level for reorganization of higher and secondary specialized education is its close integration with production and science, and a transition to new principles for their interaction.

A top priority task is to bring about a decisive change from mass, general instruction to a stronger individual approach, to the development of the creative abilities of future specialists based on their independent work and active forms and methods of instruction--seminars and practical courses, discussion, and modeling of situations encountered in production and practical life. Students' direct participation in scientific research, and actual planning, design, and technological developments should become one of the main ways of developing analytical and creative thinking. Computerization will be a reliable means of maximum intensification and improving the quality of the educational process.

Likewise, higher and secondary specialized education must develop personnel who have a combination of in-depth professional training and ideological and political maturity, who have been educated in the spirit of Soviet patriotism and proletarian internationalism, and who are ready to come to the defense of the Socialist Homeland. The specialist of today should possess an understanding of fundamental Marxist-Leninist doctrines, contemporary economic thinking, skills for management and organizational

work, a knowledge of active methods for the use of electronic computers in his given area of specialization, a high general cultural level, and knowledge of a foreign language.

Collectives of professors, teachers, party, Komsomol and trade union organizations at higher education should step up their work involving the ideological-political, labor, and moral education of the students, and the civic development of future specialists. The gap that has been observed between educational work and actual problems involved in training personnel and goals of social development must be eliminated. The leaders of party, soviet, and economic organizations need to play a more active part in ideological work. Some of the more important characteristics of the teacher's professional makeup should be the ideological and moral purity, demanding kindness, generosity of spirit, and love for children.

The document emphasizes the importance of eliminating all pedantry, dogmatism, and scholastic theorizing from the teaching of the social sciences, and this field should respond quickly to changes that are taking place in real life. The quality of lectures should be improved, they should illuminate key theoretical issues, practical tasks in social development, and the domestic and foreign policy of the CPSU. More time should be spent on seminar classes and individual work with students, and they should be instilled with the desire and skills for a systmatic and thorough study of the works of K. Marx, F. Engels, and V.I. Lenin, and the documents of the CPSU.

The scale of scientific research and development conducted at higher education institutions must be expanded significantly, and there should be a sharp rise in their national economic effect. In order to accomplish this the volume of basic research must be doubled, and the volume of technological design and testing and experimental operations must be three or four times what it is now.

The document insists that a unified state system for the retraining of personnel and for their professional growth must be created on a new foundation. A shift must be made from the country's present periodic (and actually sporadic) system for raising qualifications to a system of continuous, effective supplemen-

tation and updating of their knowledge. It should be a firm rule that every worker spend a certain amount of time everyday, week and month updating his qualifications and mastering the latest advancements in science, technology, culture, and advanced methods.

The area devoted to instructional and laboratory facilities at higher education institutions and technical schools should be brought into line with established norms, and undergraduate and graduate students should be provided with dormatory accommodations as needed. This will require the construction of instructional and laboratory buildings with a total area of approximately 18 million square meters, in addition to undergraduate and graduate student dormatories with space for 630,000 people. The necessary conditions need to be provided for every student to study independently, to expand his cultural horizons, and to participate in physical fitness activities and sports. Housing for professors and teachers needs to be built. Consumer services for students and teachers at higher education institutions need to be organized on an up-to-date level. In the 12th Five-Year Plan the demand for computer equipment in the educational process must be fully met. Approximately 130,000 jobs should be created that involve the use of personal computers and computer terminals.

The document also stresses the urgent need to improve the centralized administration of the system for training, retraining, and improving the skills of personnel, and this should be combined with an expansion of the democratic principles of management, greater independence and creative initiative at educational institutions, and greater responsibility on the part of these institutions for all issues tied to educating and molding young students. A formal policy aimed at expanding the rights and responsibilities of higher education institutions, eliminating excessive regulation of all their activities, and putting and end to formalism and superfluous paperwork should be implemented. The structure of management of higher education institutions and faculties should be improved, and subdivisions that are involved in planning and scientific-methodological control of the educational process should be strengthened.

Additionally, in the process of reorganization the best achievements will have to be reinforced, and the fundamental principles of the socialist system of vocational education will have to be strengthened. At the same time, all the obstacles hindering its further development will have to be removed, broad horizons for creativity and initiative must be opened up, and there must be an increase in the contribution of higher and secondary specialized education and the system for retraining personnel and raising their qualifications to the development of socialist society, to increasing its economic, scientific-technical, and cultural potential, and strengthening the country's defensive capability.

Soviet leadership is convinced the reorganization of higher and secondary specialized education should become a major endeavor carried out on a statewide scale. Considering the comprehensive and in-depth nature of the measures that have been planned, it would be best to implement them on a stage-by-stage basis. The reorganization should be carried out in close coordination with the resolution of the economic, social, and organizational - management goals set by the XXVII CPSU Congress. (CPSU Central Committee Draft, Pravda, 1986)

It is especially interesting to note that on March 22, 1987 the Soviet leadership published a detailed blueprint for fundamental change in higher education, indicating present standards did not meet the demands of the Kremlin's economic and social initiatives. Excerpts from the document were published in Pravda by the party's Central Committee. The blueprint titled "Guidelines for Restructuring Higher and Secondary Specialized Education," echoed a call by the Soviet leader Mikhail S. Gorbachev, for speedy and intensive application of the latest management and science techniques. Again General Secretary Gorbachev has stressed the role of education in reviving the economy. The guidelines acknowledge that "the standard of education and upbringing at higher schools does not meet to a full extent the present-day demands." Many graduates are unprepared to use the latest technology when they begin work, the document said. The plan calls for "close integration" between education, one one hand, and the economy and science, on the other. (New York Times, 1987)

Changes are planned in the awarding of academic degrees and rank, and competition will be introduced into the appointments of administrators, educators and teachers. The plan also calls for 130 thousand work stations equipped with computer terminals and establishment of time sharing programming centers. Computer education has long been a weak point in schools, despite recognition of the need for broad computer literacy to modernize the economy.

The blueprint covers the Soviet Union's 896 college-level institutions and thousands of technical secondary schools (New York Times, 1987).

There can be no doubt that General Secretary Gorbachev is utilizing education reform as a direct path to institution reforms throughout all elements of Soviet society.

In a comparative analysis it is interesting to note that American colleges and universities, which have operated for more than three centuries on the premise that the fruits of higher education are self-evident, are facing mounting pressure to prove that their students are being educated. The growing scrutiny is an extension of a nationwide movement that has so far focused on improving primary and high schools. "It is only a matter of time before government officials and other critics would cast their eye on higher education as well," said Dr. Derek Bok, the president of Harvard University, in his last annual report (Friske, 1987).

Over the last two years, at least four major reports have criticized undergraduate teaching in the USA, including one last November by the Carnegie Foundation for the Advancement of Teaching that described the undergraduate college as a "troubled institution."

Political leaders have joined in the criticism, including Education Secretary William J. Bennett. In a speech at Harvard in October, 1986, he accused that institution of tolerating "too many intellectual and educational casualities," raising the spectre of "an erosion of public support" for higher education as a whole (Fiske, 1987).

From all indications, research seems to indicate that both the USA and USSR are making every possible effort to improve the quality of post-secondary education. The leadership of both of these superpowers realize this is a complicated process, but nevertheless seem dedicated to bringing about positive changes.

Conclusions

In the new school year (1986-87), institutions of higher education and technical schools were armed with a precise CPSU program of action--the "Basic Directions for Reorganizing Higher and Secondary Specialized Education in the Country." The USSR Ministry of Higher and Secondary Specialized Education, professors', instructors', collectives, and party and Komsomol organizations in educational institutions were faced with the primary task of providing high-quality training of specialists, which will promote the country's broad entry onto the cutting edge of scientific-technical and social progress. The fundamental principles and general elements of restructuring were formulated at the April (1985) Plenum of the Central Committee, the XXVII Party Congress, and the June (1986) Central Committee Plenum.

Restructuring. This word has become the genuine credo of the times, reflecting the essence of the changes occurring in Soviet society. Restructuring has revealed and accentuated the struggle between the new and the old, the progressive and the conservative, and between that which is being born and that which is dying in all spheres of the life of Soviet society (Kajmir, 1986).

Restructuring, noted M. S. Gorbachov, ...

> ..."is a genuine revolution in the entire system of social relationships, in the hearts and minds of people, in the psychology and perceptions of the modern era and above all of the tasks engendered by rapid scientific and technical progress" (Nicolopoulos, 1986).

It is by no means accidental that the CPSU is currently

carrying out a radical restructuring of general, specialized secondary, and higher educational schools aimed at forming and educating a qualitatively new generation of the working class, rural laborers, and the intelligentsia.

The general goal of this restructuring is to complete the turnaround in the minds of the rising generation, to teach it to think on the level of the demands of the times or, if you like, to computerize its thinking in order to enable it to navigate the limitless and snowballing sea of information. It needs to be taught to study throughout its life, to study the new and the modern. But the main thing is to teach it to labor on behalf of society and give it worthwhile professions (Candidate, 1986).

The Soviet Union is witnessing a significant increase in the involvement of the masses, rising to a level in Soviet history that not only permits but demands a broadening and intensification of the independence of their historic creativity. Indignation has grown among the party and people at the stagnation and inertia in our affairs, against bureaucratism, paper shuffling and instances of social injustice. At the same time, an opinion has been engendered in the public consciousness that a great deal in Soviet life has to be changed and rearranged immediately.

"Our Soviet people," said M. S. Gorbachov, "stand like a mountain for reorganization... This is a most felicitous circumstance for the party and for our cadres..." This circumstance must be utilized in the most active, energetic fashion. There is no other way. Either we undertake reorganization ourselves or we tarnish the dignity of our socialist order in the eyes of the world (Candidate, 1986).

A major responsibility for reorganization rests heavily on the shoulders of teaching cadres. For it was a fundamental conclusion of Vladimir Ilich Lenin that, "in our country a teacher must be placed on heights where he has never stood before and does not nor cannot stand in bourgeois society" (Eliutin, July-August, 1985).

It is a drawn conclusion, "that Soviet society must believe in the party of Lenin, believe in the transformational power of its ideas, in the success of the party's proposed changes, for they are grounded in theory to bring us closer to the future--to Communism. For the sake of this, we should struggle, we should work" (Deputy Rector, 1986).

Perhaps the investigator can best summarize the projected impact of NSR in the USSR with a quote from Andrew Wilson (1987),

> ..."What is undeniable, however, is that there is today a new spirit in the USSR--a spirit in which the media have become the mouthpiece for popular criticism of inefficiency and corruption, in which the bureaucracy is on the defensive; and in which people, however cautiously, are looking for a better future and no longer supposing, automatically, that life is all that better in the west."

And finally, the reinforcement of the teachings of Engels, Marx and Lenin are traditionally at the base of all Soviet five-year plans as outlined by the CPSU. In discussing the transformation of higher education, I quote Karl Marx (Capital, Vol. I),

> ..."Modern industry compels society...to replace the detail worker of today, crippled by lifelong repetition to one and the same trivial operation, and thus reduced to a mere fragment of a man, by the fully developed individual, fit for a variety of labors ready to face any change in production and to whom the different social functions he performs are but so many modes of giving free scope to his own natural and acquired powers" (Bowles, 1977).

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Coaching Tips

Coaching Tips is a regular feature of Wrestling U.S.A.. It's an opportunity for coaches, trainers, athletes, educators to share some helpful information with readers across the country. Tips, techniques, insights, special training, conditioning and equipment are all good meat for Coaching Tips. Let us know if you have a good idea. Send your articles to Wrestling U.S.A. today.

By Dr. Ken Cox

The Soviets believe before a coach can interpret and fully comprehend wrestling he must have a theoretical base of scientific knowledge of the sport.

"Recent Modifications In The Soviet Wrestling System"

Introduction

I had the privilege to serve as the educational leader for a delegation of 36 North American coaches and physical educators studying at the prestigious Federal Institute of Physical Education and Sport Science of the Order of Lenin in Moscow, USSR, from June 24 to July 10, 1987. The study/tour was conducted under the terms of the 1972 Soviet-Canada agreement signed by former Soviet Premier Alexi Kosygin and Prime Minister Pierre-Elliott Trudeau. Overseeing the overall American-Soviet study/tour, which included 110 participants, was Dr. Ed Enos, founding director of the Institute of Comparative Physical Education, Concordia, University, Montreal, Canada. Dr. Enos is an internationally recognized scholar in comparative physical education.

In addition to the 15 participating wrestling coaches, the remaining 21 participants of the academic delegation were divided between coaches of gymnastics, track and field, volleyball and professional physical educators. Graduate credit for the course (PE620) was offered through San Francisco State University in cooperation with Dr. Phil Stanley, director of Study Tours Internationale. In addition a certificate in recognition of participation and successful completion of course was awarded by the Federal Institute. For those in the wrestling section the course was titled "The Science of Coaching Wrestling in the USSR Soviet Wrestling School." Each sports section studied in their particular academic department at the institute. The remaining 64 study/tour participants were competitive gymnasts, directors and officials under the direction of Gary Goodson, technical director of USAIGC.

Although I have had the privilege to study in the Soviet Union on six previous occasions, this particular academic experience provided me with a second in-depth experience at the Federal (State Central) Institute. The first association I had with the institute was in May-June, 1983 when I conducted postdoctoral research along with a North American delegation of basketball, track-field, wrestling coaches, professional physical educators, and weight training. At that time my primary focus was on physical education and wrestling specialists. On both occasions I have been most impressed with the cordial hospitality afforded us by Dr. S.N. Popov, Vice Rector for International Affairs at the institute and his most gracious and cooperative academic and support staff. Especially helpful on both occasions was personable Linna Moracheva, FILA interpreter from Moscow, who served as interpreter for the Department of Wrestling.

II. Soviet Wrestling School

Theoretical Application

The course consisted of 60 hours of intensive theoretical, tactical and technical instruction in freestyle wrestling. The theoretical segment consisted of 30 hours of classroom instruction by Professor Dr. Georgi S. Tumanyan, Head of the Department of Wrestling at the institute. Dr. Tumanyan lectured extensively on the theoretical, organizational and administrative phases of the Soviet Wrestling School (the term wrestling school and system are used synonymously) including freestyle, Greco-Roman, judo and sambo. Since the Soviets perceive wrestling and all 36 Olympic sports as "academic disciplines," each sport, therefore, is developed from a theoretical foundation based on existing scientific knowledge (See Diagram A. Academic Structure For Wrestling/Sport

The Soviets believe before a teacher of wrestling (coach) can interpret and fully comprehend the rudiments of his sport he must have a theoretical base of scientific knowledge based on the most recent philosophical, psychological, sociological, historical and physiological research data available. Considerable attention is devoted to the "United Classification Scheme of Principle Holds Technique in Wrestling Events (Greco-Roman, Freestyle, Judo, Sambo). This classification is the central force of all Soviet wrestling technique.

Tactical and Technical Application

The Soviets refer to setups and the preparation for throwing or turning their opponent as "Tactical Application" or "Tactics." The actual execution of throws and maneuvers is referred to as "Technical Application" or "Technique." Thirty hours of practical application in the wrestling room under the supervision of Merited Master of Sport-International coaches Yuri Shakhmuradov, Anatoly Kuptzov, Arkady Bolkhoshin and Paul Zhivona were devoted to these two phases over the two-week period.

Professor Shakhmuradov, a five-time world champion, served as the chief instructor during practical training sessions. Shakhmuradov demonstrated the application of technique utilizing junior world champion Garkin Nicholas, a student in the Department of Wrestling and 14 of his classmates as demonstrators. Kuptzov, who also coaches the Moscow Select Team, was primarily utilized to work individually and correct errors with the American coaches.

The final workout was a Friendship Training Session with the Moscow Select Team held at the Olympic Village under the direction of Merited Coach of the USSR, Tomas Barba and Kuptov. Soviet national champion Rudik Aratyuyan served as the primary demonstrator.

At the conclusion of the 60-hour block of instruction a Friendship (DRUZHBA) Dual Meet competition was conducted at the institute between a team of students in the Department of Wrestling and the eight scholastic and collegiate wrestlers in our STI group. This afforded the American delegation an excellent opportunity to test and evaluate the tactics and techniques we had learned. The Federal Institute won the dual meet 7-1, although winning or losing was irrelevant. More important was the critique conducted for both wrestlers and coaches following the match. The critique proved very beneficial in reinforcing what we had learned. Prior to the dual meet the traditional exchanging of gifts took place before an appreciative audience.

In addition to the intensive instruction at the Soviet Wrestling School, our delegation was treated to numerous cultural and sporting activities including a championship soccer game between Central Army and Spartak at Dynamo Stadium, Moscow.

III. Recent Soviet Modifications

Observations

With both "School Draft Legislation" (Cox, JAIE, 1985) in 1984 and the "Restructuring of Higher Education and Secondary Specialized Education" (Cox, JAIE, 1986) in 1986 currently in full swing, several major modifications in the tasks and functions have been charged to the Soviet wrestling leadership. These modifications begin with the theoretical foundations and extend to both tactical and technical application. Originally, these modifications were initiated by the USSR State Sports Committee who is directly responsible for physical training (educational/cultural) and sports in the country. Added impetus from the Communist Party of the Soviet Union (CPSU), the Ministry of Education, and the Ministry of High Education and Secondary Specialized Education is evident.

Theoretical Modifications

In essence the Soviets interpret theoretical application (administration, organization, principles, tasks, etc.) as the foundation vital for teachers and coaches to be successful in carrying out the goals and aspirations of a country of developing socialism.

For example, some of the more important theoretical modifications are:

1. An intensified scientific approach to the entire coaching process. Specifically this includes better utilization of the All-Union Scien-

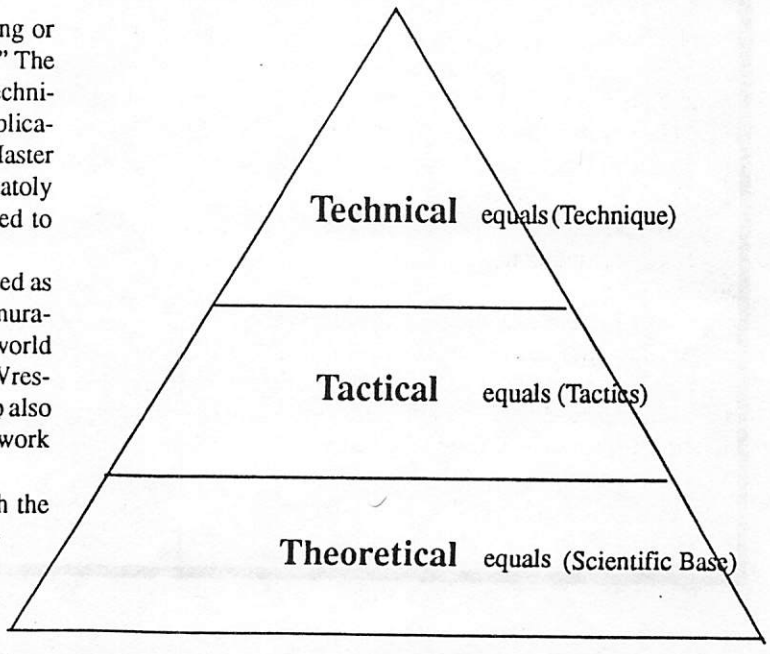


Diagram A. ACADEMIC STRUCTURE FOR WRESTLING/SPORT

tific Research Institute of Physical Fitness and Sport and the Research Institute of the USSR Academy of Pedagogical Sciences. In essence, theory and practice must be better assimilated.

2. Even greater emphasis on the important role of the coach in "upbringing" and developing "the New Soviet Man." Increased renewal that the Soviet viewpoint is that sport achievements reflect not only the strengths and skills of the individual but also the strengths and skills of society. In other words, "sport is utilized to perpetuate the image of Communism." Also increased latitude given the coach with regard to tactical and technical application. Hopefully this will increase the coach's initiative.

3. Renewed vigor in "The New Soviet School", to include the idea of Soviet patriotism and Soviet internationalism, pride in the land of the Soviets...Our Motherland, and readiness to stand up in defense of the gains of worldwide socialism, is a responsibility of the New Soviet School.

4. In addition to updating the GTO - "Ready, Get Ready for Labor and Defense" national fitness program. the physical fitness entrance examinations (requirements) for all aspiring students in the Department of Wrestling are in the process of being strengthened.

5. Inasmuch as wrestling/sport remains an important means of communist (developing socialism) education, the teaching of wrestling must continue to develop its own unique body of knowledge guaranteeing it a place among all "academic disciplines."

6. Increased emphasis on theoretical knowledge as a broad base for tactical and technical application. Included is renewed emphasis on the Marxist-Leninist doctrine that scientific communism must be based on a solid theoretical foundation. This engulfs all aspects of Soviet Life including the academic disciplines.

7. Much greater consideration be given to the biological application with regard to all aspects of wrestling. Included is an increased awareness and application of modern sports medicine advances.

8. Continued purification of the established (ex., Micro-Mecro-Macro) cycles.

Tactical Modifications

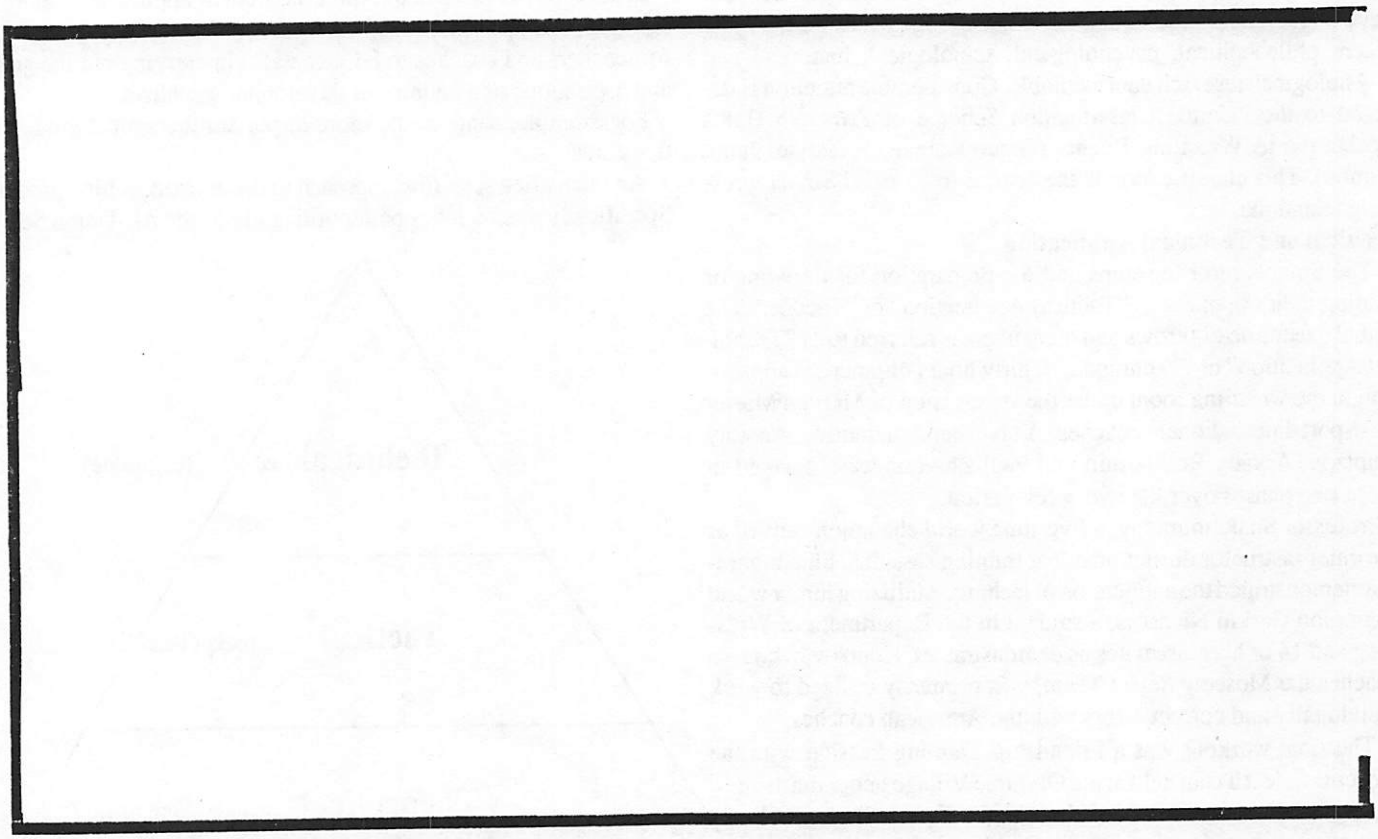
The Soviets are quick to emphasize that you cannot develop technique (technical application) without first perfecting tactics. They stress a maximum number of setups for every throw or hold. Tactics must be modified for each opponent depending on the opponent's personal characteristics (ex. height, speed, aggressiveness). Basically there are three types of Soviet competitive tactics. They are: 1) competition (about itself), 2) hold application, and 3) participation in competition.

It is important to emphasize that Soviet tactics extend beyond the tactics of the bout, to include those things that will better prepare the wrestler, both mentally and physically to defeat his opponent.

For example, some of the important modifications are:

1. Continued utilization of gymnastics activities to increase body and spacial awareness. This is especially important in the formulative years of aspiring youth wrestlers in the Special Sports Schools, Sports Boarding Schools and Sports Clubs and Societies (ex. Dynamo, Labor Reserve, Locomotive, Metallist, Spartak, Torpedo, Zenit, Central Army, etc.)

2. Emphasis on judo type tactics/throws to gain the advantage of recent International Amateur Wrestling Federation (FILA) rule changes including the three point direct danger throw; four point low amplitude throw; and, the five point throw from



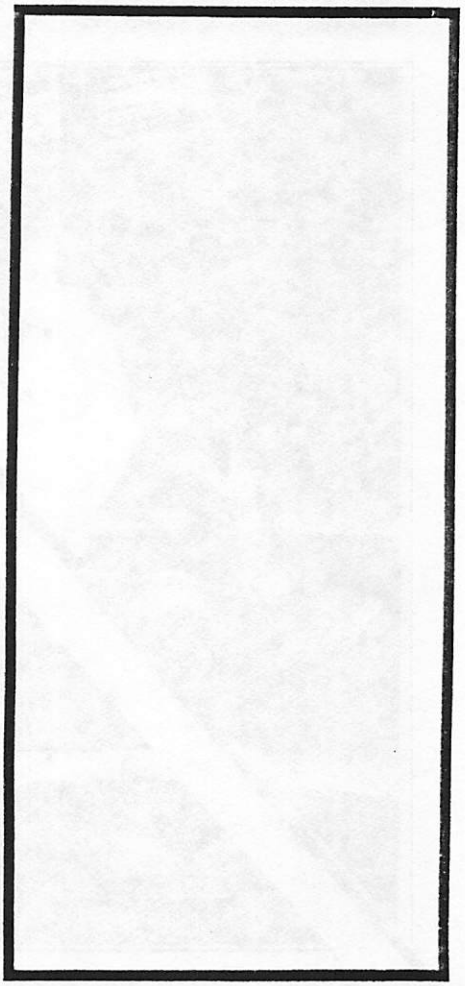
parteere. The Soviets continue to stress the interweaving of technique from freestyle, Greco-Roman, judo, sambo and folk styles.
3. Increased emphasis on foot sweeps, ankle draws, and leg throws commonly utilized in judo and sambo (Cox, Wrestling U.S.A., April, 1987).
4. Extract, generalize and systematize techniques from the more than 20 folk and national styles of wrestling for possible inclusion in the three Olympic forms of wrestling. Specifically examine in greater depth, khapsogay (Yakut); chidaoba (Georgian); gulesh (Azerbaijanian), trinta (Moldavian); and others. The Soviets believe there is a positive relationship between the Olympic styles (freestyle, Greco-Roman, judo) and their national sport sambo, and the folk styles. Cooperation, collaboration and respect between all wrestling forms is ideologically a requirement of scientific communism.
5. Improve both quality and quantity of "warm-up drills/exercises" so that there will be increased carry-over value and transfer of learning to realistic tactical/match situations.

Because of space and time limitations the aforementioned are just a sampling of the tactical modifications of the Soviet wrestling system.

Technical Modifications

At the apex of the pyramid of the Soviet system is technical application commonly referred to as technique in the U.S.A. However, the Soviets emphasize that their coaches must first understand the theoretical and tactical application before they can fully appreciate the significance of technical application. Without continued purification of technique the Soviets believe a wresting school (system) would become stagnant.

Included in this brief discussion are three examples of recent Soviet technical modifications. The first deals with "counter wrestling" and the final two with offensive wrestling. It is a Soviet concept that in applying appropriate defensive tactics the wrestler can transform a counter (defensive) situation into a favorable offensive maneuver.

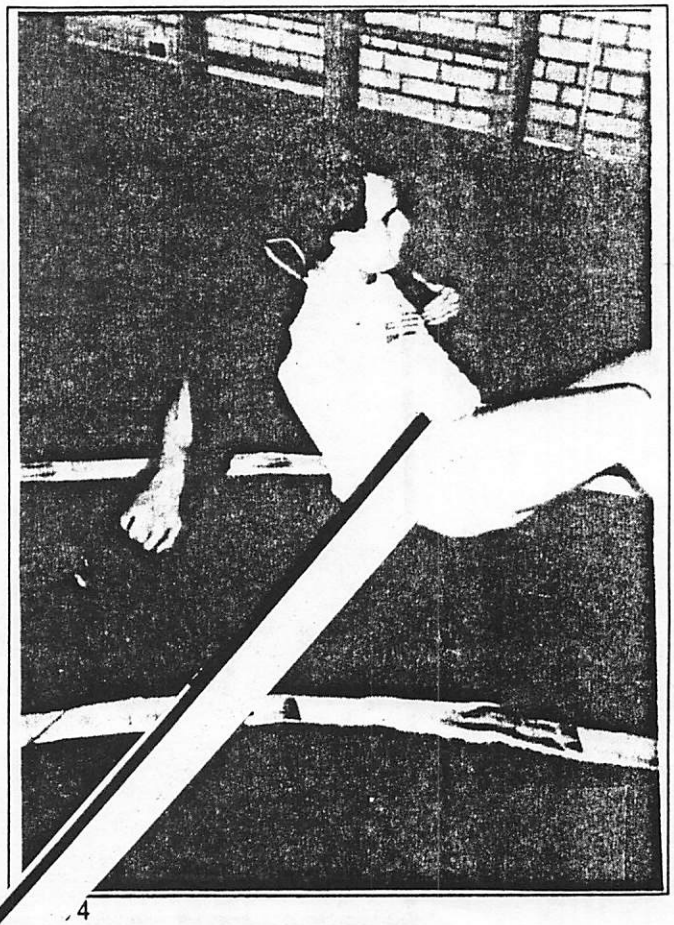


Counter Option for Fireman's Carry

Photo 1

Photo 2

Photo 3



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A. Counter Option for Fireman's Carry

Because the fireman's carry (shoulder wheel) is a traditional takedown (throw) consisting of over 20 options, the Soviets are continually experimenting with selected low risk counters. (Cox, Mat Calendar, 1984).

In this particular "shoulder lift-sit thru counter" the offensive wrestler (R) gains penetration deep and under his opponent (photo 1). From this position the defensive wrestler (L) counters the offensive wrestler's initial move by jamming and simultaneously lifting his opponent's left arm with a vertical pull upward (photo 2), while placing his left foot on the outside of the offensive wrestler's inside knee (photo 3). The counter is completed by the defensive wrestler (L) using a scissors action leg sit thru and bringing his opponent to his back in a fall position (photo 4).

B. Single-Leg Series Option

The single-leg takedown initiated either from the leg pick or sweeping action position is one of the universal takedowns in wrestling. The Soviets continually modify this low risk series to enable them to take advantage of FILA rule changes. Presently, they are experimenting with a modification to increase their opportunity of scoring three points as a result of putting their opponent in direct danger.

From the open stance the offensive wrestler (R) initiates the "single leg pick" option by sweeping to his right and grasping his opponent's inside leg (photo 5). From this position he lifts his opponent's left leg up (photo 6) and immediately cuts off to a double leg tackle by driving thru his opponent (photo 7). As soon as he takes his opponent to the mat to gain control the offensive wrestler moves back to his opponent's calves and squares his body, placing the defensive wrestler in direct danger (photo 8). This is considered a low risk takedown because it is difficult for the defensive wrestler to counter.

Single-Leg Series Option

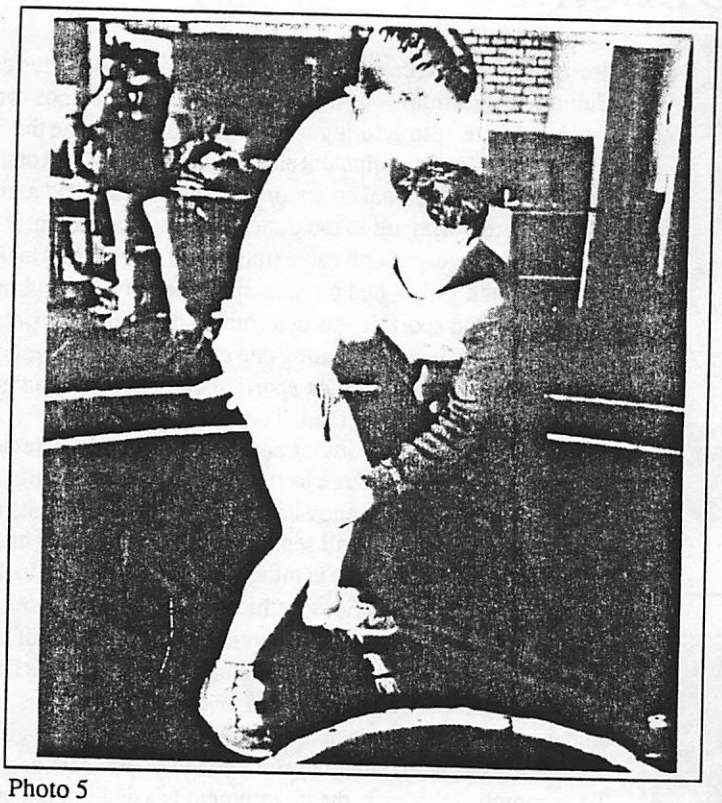

Photo 5

Photo 6

C. Russian Arm Bar Series Option

It is by Soviet nature to take nothing for granted. They are taught early in their competitive careers to never underestimate the opponent. For example, even though they continue to have tremendous success with the "Russian Arm Bar Series," they experiment with modifications in the hope of increasing effectiveness of the throw. They believe the difference between victory and defeat is often only one small variation or modification of a small segment of a particular technique. They remain consistent in emphasizing that it is more productive to perfect and execute a few techniques well, than to have a "hodge podge" of disorganized maneuvers.

From the closed stance the offensive wrestler (R) secures his opponent's (L) left arm utilizing the traditional "Russian Arm Bar" grip (photo 9). While controlling the defensive wrestler's left arm (photo 10), the basic modification is to secure the defensive wrestler's left arm tightly to the offensive wrestler's chest with the defensive wrestler's left elbow bent slightly while gripping the opponent's left hand and wrist (photo 11). The Soviets believe this modified grip affords additional pressure on the opponent's wrist allowing for greater control and quicker access to one of the 24 variations of this series. Finally, this grip modification is believed to lessen the defensive wrestler's counter possibilities.

IV. Summary

The Soviet Wrestling School continues to hold in high regard the traditional tactical (tactics) and technical (technique) application. However, during the past four-year academic cycle, greater emphasis has been placed on the theoretical foundation. This has been done to bring wrestling in line with other academic disciplines and to interlace theory with practical application. This seems consistent with what the Soviets are doing in reorganizing and restructuring their entire educational curriculum.

Major renovations are also taking place within the All-Union Council of Sports Societies and Trade Unions. This past February a

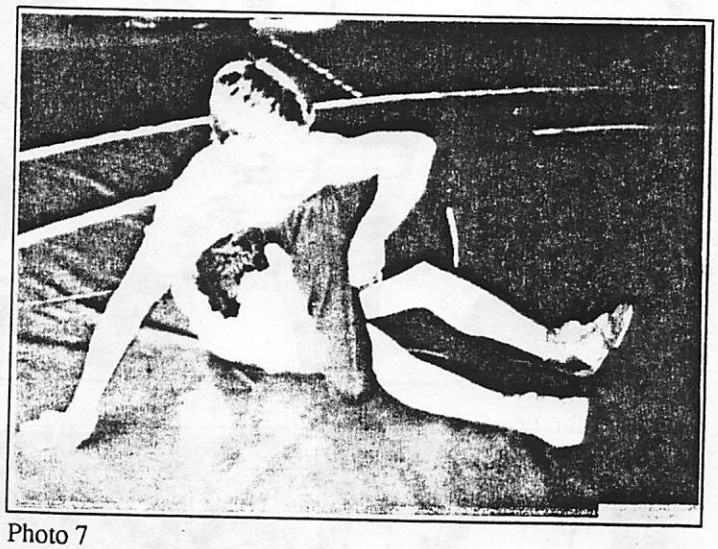

Photo 7

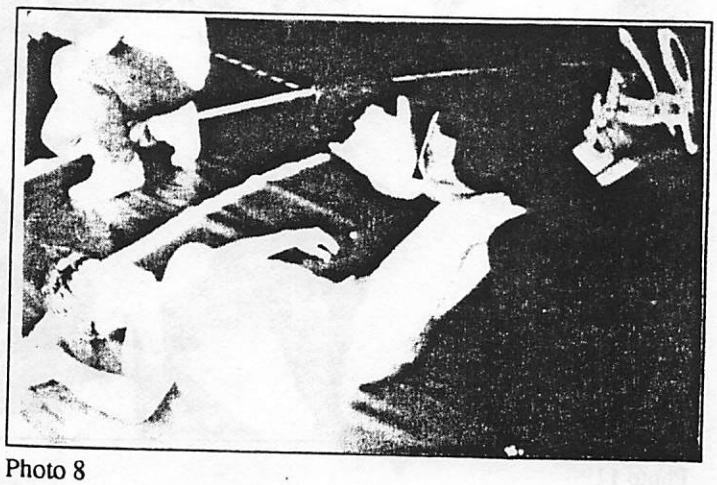

Photo 8

Russian Arm Bar Series Option

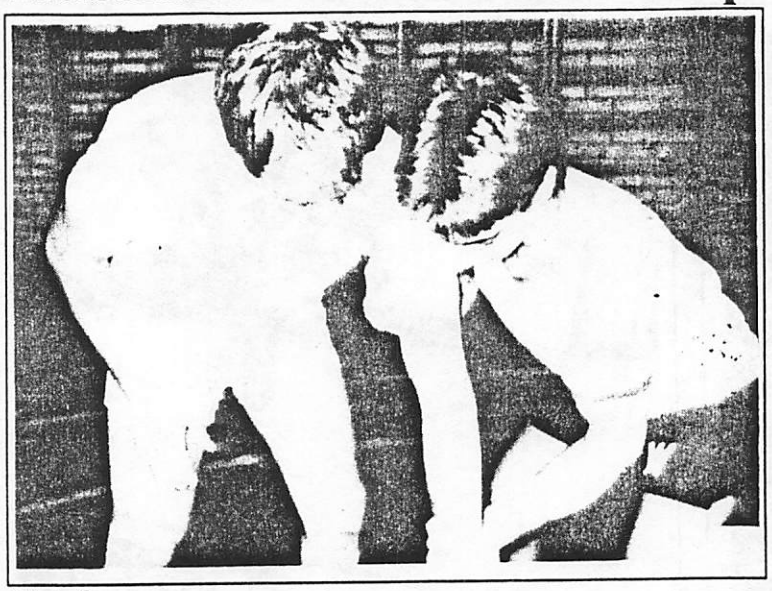

Photo 9

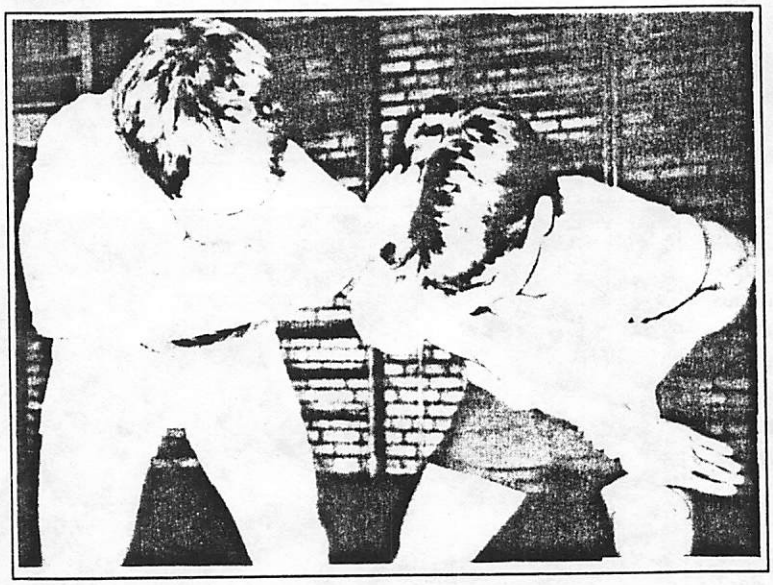

Photo 10

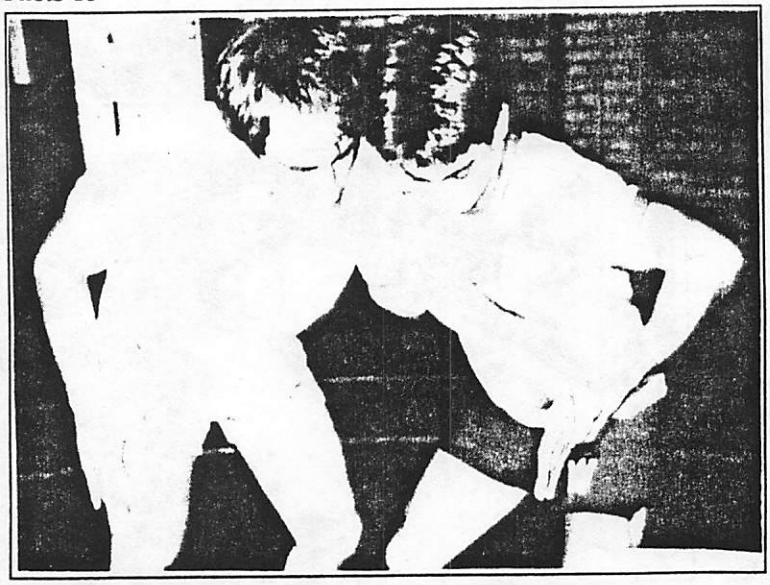

Photo 11

decision to create a centralized All-Union Volunteer Physical Culture (Education) - Sport Society of Trade Unions was approved. This restructuring was made to better utilize the 56 percent of all sports equipment and more than 50 percent of the specialists (professional educators trained to teach and assist other athletes) who are in the trade union sports system. It is no secret that every fourth ruble (more than one billion) in the national trade union budget was spent on physical culture (education) and sport. It was determined that these resources could be better spent by creating one centralized organization instead of the eight previous sports societies (ex., Dinamo, Spartak, Labor Reserve, Trud, Torpedo, etc.)

Echoing throughout Soviet society is General Secretary Mikhal Gorbachov's charge to the Soviet people to reorganize, restructure, revise, renovate and modify all segments of Soviet society. Efforts in all segments of Soviet society must be to increase effectiveness in international competition in the dynamic modern world. Soviet educational and sports administrators must continue strict adherence to the concepts of the Communist Manifesto which is Scientific Communism's first programmatic document authored by Karl Marx. This includes increased intellectual, physical and technological upbringing of youth under the supervision of Soviet coaches. To accomplish this task, the government has determined that immediate improvement of course syllabus, textbooks, journals, training facilities and mass communication must receive a highest priority in reorganization.

With reference to mass communication, perhaps the highest priority of wrestling leadership to significantly increase the number of participants in all forms of wrestling through improved evaluation and identification techniques. For example, statistics through 1986 indicate that the USSR has a record 685,000 active participants in freestyle wrestling, with 5,400 full-time coaches, and 35 specialized Olympic Reserve wrestling schools for adolescents. The Soviets had their first national championship in freestyle in 1945 and have won 24 gold medals at eight Olympic Games. Only moderate gains in the number of participants in Greco-Roman, judo and sambo were observed. It is also interesting to note that the 20 plus folk styles remained very popular especially in the southern republics and Siberia. However, current figures for the folk styles are not readily available. The Soviets claim nearly 1,800,000 participants in the three Olympic forms plus sambo.

Beginning about now, all resources and energy will begin to focus on the XXIV Summer Olympic Games in Seoul, South Korea. Soviet elite and national coaches are making preparations for their final training cycle prior to team selection. Of major concern to the Soviets is the ongoing improvement and competitiveness of U.S.A. wrestlers. Their expectations are that wrestling in the 24th Olympic Games of the modern Olympiad will be the most highly contested ever.

Finally, only time will tell if Soviet General Secretary Mikhail Gorbachov's concept of glasnost (openness) will ultimately include Soviet sports which is so important to the CPSU in projecting a favorable image of international communism.

APPENDIX

A. SUGGESTED READING

During the course of the semester, additional selected articles and material will be distributed to each aspiring physical educator and coach for inclusion in this manual. The following is a partial list of recommended readings:

(Insert Cox publication list.)

APPENDIX A
(PUBLICATIONS)

6/1/87

COX. KENNETH M., B.S., M.A., M.S., ED.D.

1. THESIS AND DISSERTATIONS

Cox. Kenneth M.. "A Study of the Attitudes and Opinions of Selected College Wrestling Coaches, Competitors and Officials Throughout the United States Relative to the Possible Integration of Intercollegiate With International Wrestling Rules," 1960-61. University of Washington, Seattle. 243 pp., M.S. in Physical Education Thesis.

Cox, Kenneth M., "The Status of Interschool and Intramural Athletics in the Elementary Schools of Oregon," 1962. California State University at Northridge (San Fernando). 163 pp., M.A. in Elementary Education Thesis.

Cox, Kenneth M., "An Experiment in Teaching Complex Motor Skills to University Freshman Male Students Using Continuous and Discrete Concept Sequence With and Without Instant Videotape Replay," 1969. University of Washington, Seattle. 151 pp., Doctor of Education in Curriculum and Instruction Dissertation.

2. TECHNICAL MAGAZINE ARTICLES

Cox, Kenneth M., "The Whizzer Series," Coach and Athlete, Vol. XXV (February, 1963), pp. 14-35. (A technical article on the use of the whizzer in wrestling.)

Cox, Kenneth M., "Promoting High School Wrestling," Whistle, No. 7 (May, 1963), p. 4. (Suggestions on introducing interscholastic wrestling.)

Cox, Kenneth M., "Double-Leg Tackle Series," Coach and Athlete, Vol. XXVIII (March, 1966), pp. 26-27. (Front page feature.) (A technical article on the use of the double-leg tackle in wrestling.)

Cox, Kenneth M., "Fireman's Carry Series," Coach and Athlete, Vol. XXVI (March, 1966), pp. 26-27. (Front page feature.) (A technical article on the use of the fireman's carry takedown in wrestling.)

Cox, Kenneth M., "Six Basic Takedowns," Coaches Digest, Vol. 1 (1965-66 issue), pp. 63-64. (A technical article.)

Cox, Kenneth M., "Basic-Cradle Series," Coach and Athlete, Vol. XXVIII (February, 1966), pp. 14-41. (A technical article on the cradle series as a pinning combination.)

Cox, Kenneth M., "Liquid Nutrition Makes Valuable Contribution to Condition of Athletes," Journal of Physical Education, Vol. 63 (May-June, 1966) p. 138.

Cox, Kenneth M., "Double-Leg Tackle Series," Coaches Digest Vol. 1 (1966-67 issue), pp. 60-62.

Cox, Kenneth M., "Greco-Roman Series in Interscholastic Wrestling," Coach and Athlete, Vol. XXIX (February, 1967), pp. 36-47. (A technical article on G-R throws.)

Cox, Kenneth M. and James Kline, "Utilizing the Videotape Recorder in Coaching," Coach and Athlete, Vol. XXX (March, 1968), pp. 24-34. (A descriptive article on the use of the IVTR in coaching.)

Cox, Kenneth M., "Leg-Wrestling Series," Beacon Falls Coaches Digest, Vol 1 (1968-69 issue), pp. 39-40. (A tecnnical article.)

Cox, Kenneth M., "Resistive Circuit Training for the Innovative Coach," Coach and Athlete, Vol. 32 (August, 1969), p. 18. (A descriptive article for physical education teachers on the utilization of the universal gym.)

Cox, Dr. Ken, "Wrestling Stand-up Series," Coach and Athlete Magazine, Vol. 36, No. 4 (December, 1973), pp. 24-25. (A technical article on escaping from the defensive position in wrestling.)

Cox, Dr. Ken and Gary Lininger, "A New and Exciting Olympic Sport--Team Handball," Coach and Athlete Magazine, Vol. 35, No. 2. (September-October, 1972), pp. 34-35-36. (A technical article on how to introduce this new innovative activity to a physical education curriculum.)

Cox, Kenneth M., "Bar-Arm Series in Wrestling," Coach and Athlete, Vol. XXXX, No. 3 (November-December, 1977), pp. 8-23.

Cox, Dr. Ken, "Granby-Roll Series in Wrestling," Coach and Athlete Magazine, Vol. XXXXII (April, 1980), p. 12. (A technical article.)

Cox, Dr. Kenneth M., "Wrestling: Counter Series for Double-Leg Tackle," Coach and Athlete Magazine, Vol. 44, No. 4 (January/February, 1982), pp. 38-39.

Cox, Dr. Kenneth M., "Wrestling: Double-Wrist Setup for Combination Takedowns," Wrestling, U.S.A., Vol. XVIII, No. 9 (March, 1983), pp 5-6. (A technical article.)

Cox, Dr. Ken, "The Soviet Sports Wrestling System," Pennsylvania Wrestling Round-Up. Vol. 3, Issue 1 (October, 1983), pp. 1-9.

Cox, Kenneth M., "A Comparative Analysis of Wrestling as an Academic Discipline in the USSR and USA," Pennsylvania Journal of HPERD, Vol. 53, No. 4 (Fall, 1983), pp. 4-5.

Cox, Dr. Ken, "High Turn-In Reversal Series," Wrestling, U.S.A., Vol. XVIIII, No. 2 (October 1, 1983), pp. 7-25, (Part I of a two-art technical article.)

Cox, Dr. Ken, "One-On-One Inside Wrist Series," Wrestling, U.S.A., Vol. XVIIII, No. 3 (October 15, 1983), pp. 5-9. (Part II of a two-part technical article.)

Cox, Dr. Kenneth, "Soviet Variation to the Basic Fireman's Carry Series," MAT Calendar, (January, 1984), p. 10. (A technical article.) (Part I of a atwo-part series.)

Cox, Dr. Ken, "Basic Fireman's Carry," MAT Calendar, (Feb., 1984, p. 10. (A technical article.) Part II of a two-part series.)

Cox, Dr. Ken, "The Soviet Sports Wrestling System," Wrestling, U.S.A., Vol. XIX, No. 6 (January 15, 1984), pp. 4-9. (A descriptive interview.)

Cox, Dr. Ken, "Editorial - A Time for Serious Thought--The Heavyweight Class Controversy," Wrestling U.S.A., Bozeman, MT, Vol. XXII, No. 3, (October 15, 1986), pp. 5-9. (A guest editorial.)

Cox, Dr. Ken, "Soviet System of Series Wrestling - The Underhook Series, Wrestling Masters, Vol. 3, May, 1984, pp. 28-31. (A technical article.)

Cox, Dr. Ken, "Knee Pick Series," Wrestling, U.S.A., Vol. XIX, No. 10 (April 15, 1984), pp. 5-7. (A technical article.)

Cox, Dr. Ken, "Inside Stand-Up Series," Wrestling, U.S.A., Vol. XIX, No. 11 (May 1, 1984), pp. 9-11. (A technical article.)

Cox, Ken, "Mat Drill," Wrestling U.S.A., Vol. XX, No. 5 (December 15, 1984), p. 6-9. (A technical article.)

Cox, Dr. Ken, "Soviet Pinning Series," Wrestling, U.S.A., Vol. XX, No. 6 (January 15, 1985) pp. 4-6. (A technical article.)

Cox, Kenneth M. Dr., "Two-On-One-Tilt Series," Wrestling, U.S.A. Vol. XXI, No. 6 (October 1, 1985) pp. 11-14. (A technical article.)

Cox, Kenneth M., Dr., "Japanese Under Arm Spin Series," Wrestling, U.S.A. Vol. XXI, No. 7 (February 15, 1986) pp. 5-7. (A technical article.)

Cox, Kenneth M., Dr., "Head and Arm Lock Chancery Series," Wrestling, U.S.A. Vol. XXI, No. 4 (November 15, 1985) pp. 6-10. (A technical article.)

Cox, Kenneth M., Dr., "Comparative Physical Education and Sport: A Comparative Analysis of New School Reform in the USA and USSR," Journal of Abstracts in International Education. Vol. 14, No. 1 (Fall/Winter Issue, 1985). (A descriptive article.)

Cox, Ken Dr., "Comparative Wrestling Series: Modified Soviet Ankle and Leg Throw Series," Wrestling, U.S.A. Bozeman, MT, Vol. XXII, No. 10 (April 15, 1987) pp. 4-11.

Cox, Kenneth M., Dr., "A Comparative Analysis of Preparation of Physical Education Teachers in the USA and USSR," PA Journal of HPERD. (A descriptive article scheduled for publication, Fall, 1986.)

Cox, Kenneth M., Dr., "The Psychological Foundation of Soviet Sports Participation," PA JOHPERD. (A descriptive article scheduled for publication, Fall, 1987.)

Cox, Kenneth M., Dr., "The Philosophical Foundation of Physical Culture and Sport in the USSR," PA JOHPERD (A descriptive article scheduled for publication, Spring, 1988.)

Cox, Kenneth M., Dr., "A Comparative Analysis of Instructional Facilities in Preparing Physical Education and Sports Specialists in the USA and USSR," PA Journal of HPERD (A descriptive article scheduled for publication, Fall, 1987.)

Cox, Kenneth M., Ed.D. and Lawrence G. Cox, RPT,. "Immediate Assessment Tools----Reducing Unnecessary Liability Risks for Interscholastic Wrestling Coaches," Wrestling U.S.A. Bozeman, MT, Vol. XXII, No. 3 (October 15, 1986) pp. 10-16. (A descriptive article.)

Cox, Ken Dr., "Soviet Under-Arm Series," Wrestling, U.S.A Bozeman, MT. (A technical article scheduled for publication, Fall, 1987.)

3. RESEARCH REPORTS

Cox, Kenneth M., "A Study of the Attitudes and Opinions of Selected College Wrestling Coaches, Competitors and Officials Throughout the United States Relative to the Possible Integration of Intercollegiate With International Wrestling Rules," 1961. University of Washington, Seattle, p. 243. (Descriptive research paper presented at NCAA - Division I Meetings at OSU, Corvallis, Oregon, in March, 1961, and at USOC Meeting in Tempe, Arizona, in 1966.)

Cox, Kenneth M., and Richard A. Gilberts, "Drug Attitudes and Personality Correlates of the United States World Wrestling Team," 1971. Wisconsin State University - Superior. Research paper presented at AAHPER Convention Research Section, 1971, at Detroit, Michigan (abstract).

Cox, Kenneth M., and Richard A. Gilberts, "A Statistical Analysis of a Drug Abuse Work Seminar," 1971. Wisconsin State University - Superior (a survey technique). Research paper presented to AERA Section Meeting, New York City, 1971 (abstract).

Cox, Kenneth M., "An Experiment in Teaching Complex Motor Skills to University Freshman Male Students Using Continuous and Discrete Concept Sequence With and Without Instant Videotape Replay," 1970. University of Washington, Seattle, p. 151. Research paper presented at AAHPER Convention Research Section, 1970, at Seattle, Washington (abstract).

Cox, Kenneth M., "Socioeconomic Status and Academic Achievement of Competitive Intercollegiate Boxers," 1980. Lock Haven University, Lock Haven, Pennsylvania (a survey technique). Research paper presented at ECBA Meeting, Lehigh University, Bethlehem, Pennsylvania, 1981, and at NCBA Meeting, University of Nevada, Reno, Nevada, 1981. Reported in press release (UPI), "College Boxing Survey Shatters Myth," by Dan Way, Renovo, Pennsylvania, Record, April 2, 1981.

Cox, Kenneth M., Dr. and Dr. Ragnar A. Gilberts, "Drug Attitudes and Personality Correlates of National Collegiate Boxing Association Finalists - 1983," Lock Haven University, Lock Haven, PA, NCBA NEWSLETTER, Fall, 1984. (Data was collected at the U.S. Air Force Academy, Colorado, April 1-2, 1983. Research findings

reported at NCBA meeting, University of California-Berkeley, April 6, 1984).

Cox, Kenneth M., Dr., "Comparative Physical Education and Sport: A Comparative Analysis of New School Reform in the USA and USSR." Journal of Abstracts in International Education, Vol. 14, No. 1, Bowling Green, Ohio, Fall/Winter 1985, pp. 3-19. (A descriptive research study partially funded by the Research Committee, Lock Haven University, Lock Haven, PA. Data collected at the U.S. Olympic Training Facility, Colorado Springs, CO, and at the Federal Institute of Physical Education and Sports Science, Moscow, USSR. Also collected data at Institutes of PE and Sport in Kiev, Minsk, and Leningrad, USSR, in Summers 1983-84-85-86.)

Cox, Kenneth M., Dr., "Comparative Education: Restructuring Higher Education and Secondary Specialized Education in the USSR." Journal of Abstracts in International Education, Vol. 17, No. 1, Bowling Green, Ohio, Fall/Winter, 1987, pp. 1-19. (A descriptive research study partially funded by the Research Committee, Lock Haven University, Lock Haven, PA. Data collected at Pedagogical Institutes in Leningrad, Kiev, Moscow, and Perm in October-November, 1986.)

Cox, Kenneth M., Dr., "Comparative Physical Education and Sport: The Impact of Restructuring Higher Education and Secondary Specialized Education on Physical Education and Sport in the USSR." Journal of Abstracts in International Education, Vol.__, No.__, Bowling Green, Ohio, Fall/Winter 1987, pp. __ - __. (A descriptive research study to be published in Fall/Winter, 1987. Data collected at Federal Institute of Physical Education and Sport Science, Moscow and Moscow-Lenin Pedagogical Institute, in June-July, 1987.)

4. SHORT ARTICLES

Cox, Kenneth M., "On the Move in Washington," Scholastic Wrestling News, Missoula, Montana, April 26, 1969, p. 6. (Editorial)

Cox, Dr. Kenneth M., "Discussing Today's Means and Methods," Athletic Journal Vol. 52, No. 4 (December, 1971), pp. 6. (A response in Coaches Clinic. Answering question, during mid-season, what is the percentage of practice time devoted to the various breakdowns, escapes, reversals, etc.?)

Cox, Kenneth M., "What Do You Consider the Best Method of Teaching Chain Wrestling?" Athletic Journal, Vol. 56,

No. 4 (December, 1975), p. 6. (A response in Coaches Clinic. Briefly discussed chain wrestling.)

Cox, Dr. Kenneth M., "A Time for Serious Thought - Eight Suggested Wrestling Rules Modifications," Wrestling U.S.A, Missoula, Montana, 1981

Cox, Dr. Ken, "On the Move Together," Wrestling, U.S.A, Missoula, Montana, April 15, 1983, p. 4. (Editorial)

Cox, Dr. Ken, "An Interview With Dr. Ken Cox on the Soviet Sports System," Eagle-Eye, Lock Haven University, Lock Haven, Pennsylvania. (A personal interview by Ken Cooper, staff writer.) October 21, 1983, pp. 2-8.

Cox, Dr. Ken, "The Soviet Sports Wrestling System," Pennsylvania Wrestling Round-Up, Vol. 3, Issue 1, October, 1983. (A personal interview.) pp. 1-9.

Cox, Kenneth M., Ed.D. "Newsletter Extra: Another Point of View," APSCUF NEWSLETTER, Vol. XI, No. 1 (January 31, 1985), p. 2. (A guest editorial, "A Time For Serious Thought.")

Cox, Kenneth M., Dr., "A Guest Editorial - The Specialization Dilemma," Wrestling, U.S.A., Vol. XXI, No. 10 (April 15, 1986) pp. 2-22. (A guest editorial.)

Cox, Kenneth M., Dr., "USA-Soviet Quality of Education: A Comparison," Susquehanna Valley Magazine. (A descriptive article/interview.) (Summer, 1986)

Cox, Kenneth M., Dr., "An Analysis of New School Reform in the USSR," The Journal of International Student Personnel, Huntsville, Alabama, 35810, Fall, 1986. (A descriptive article/interview.)

Cox, Ken Dr., "Domino Theory in College Wrestling," Wrestling U.S.A., Bozeman, MT, Vol. XXII, No. 1, (September 20, 1986) p. 44 (Guest editorial).

Cox, Ken Dr., "Guest Editorial - Reversing the Domino Theory," Wrestling U.S.A., Bozeman, MT, Vol. XXII, No. 6, (January 15, 1987) p. 2-14 (Guest editorial).

5. RELATED WRITTEN ITEMS

Cox, Ken M., "Mat-Mentors Manuscript," Times, St. Cloud, Minnesota, 1964-66. (Authored a weekly column during wrestling season.)

Cox, Major Kenneth M., "Military Sport Judo," US Command and General Staff College, Ft. Leavenworth, Kansas, 1974.

(Presented written paper on a new concept in combative activity for basic recruits. Self-designed activity, called "Military Sport Judo.")

Cox, Dr. Ken, "Wrestlers' 'Weighting' Game," Grit Sports Section, Williamsport, Pennsylvania, September 10, 1978. (Interview by Wes Skillings.)

McCool, Bob, "Keeping Athletics in Perspective, Cox Opts to Teach," The Express, Lock Haven, Pennsylvania, May 24, 1979, p. 12.

Cox, Dr. Ken M., "College Boxing," The Amateur Boxer, Cobalt, Connecticut, 1979-80. (Authored a semi-monthly column during collegiate boxing season.) (Vol. 3, No. 5, May, 1980.)

Cox, Ken, "Veteran Coach: Public Unaware of Sports Importance," Personal interview by Ronnie Christ, Staff Writer, Harrisburg, Pennsylvania, Sunday Patriot News, August 16, 1981.

Cox, Dr. Kenneth M., "Mailbox - Another Sporting Side to Boxing," presented to news media (newspaper, radio, T.V.) at USAFA, April 1-2, 1983.

Cox, Kenneth M., "A Comparative Analysis of Wrestling as an Academic Discipline in the USSR and USA." Pennsylvania Journal of HPERD, Vol. 53, No. 4 (Fall, 1983) pp. 4-5.

Cox, Dr. Kenneth M., "A Comparative Analysis of Instructional Strategies in Teaching Complex Gross Motor Skills in the USA and USSR," Pennsylvania Journal of HPERD, Vol. 54, No. 4, (Fall, 1984), p. 10-12. (A descriptive article.)

Cox, Kenneth M., LTC (USAR), "What a Free Democracy Means--Comparative Analysis of USA-USSR," Forum, Lock Haven University, Pennsylvania, Vol, 1, No. 3, (Fall, 1986), pp. 15-17. (A speech delivered at the 62nd Memorial Day Services, Cherry Grove Cemetery, Nordmont, Pennsylvania, May 26, 1985.)

Cox, Kenneth M., LTC (Ret. USAR), "Our Patriotic Duty to Honor Our Nation's Proud Past and Reflect on Its Future," Forum, Lock Haven University, Pennsylvania (TBA, 1987). (A speech delivered at the 64th Memorial Day Services, Cherry Grove Cemetery, Nordmont, Pennsylvania, May 24, 1987.)

Cox, Kenneth M., Ed.D., "A Comparative Analysis of Instructional Facilities in Preparing Physical Education and Sports Specialists in the USSR-USA," Pedagogical Research Notes, Moscow, USSR, July 26,

1985, pp. 10-20. (Descriptive research/manuscript prepared for International Pedagogical Conference).

Cox, Kenneth M., Ed.D., "A Comparative Analysis of Preparation of Physical Education Teachers in the USA - USSR," Pennsylvania Journal of HPERD. (A descriptive article scheduled for publication, Winter, 1988.)

Cox, Kenneth M., Dr., "A Comparative Analysis of Instructional Strategies in Teaching Combatives in the USA-USSR - 1985-86." (A descriptive research study funded partially by Lock Haven University, Lock Haven, Pennsylvania. Data currently being collected at the U.S. Olympic Training Facility, Colorado Springs, Colorado, and at the Federal Institute of Physical Education and Sports Science, Moscow, USSR. Also collected data at Institutes of PE and Sport in Kiev, Minsk and Leningrad, USSR in summers, 1983-84-85-86-87. Scheduled for publication in 1988.)

6. LECTURE AND SPEECHES

One hundred and eighty appearances as the guest speaker at sports banquets. The most recent major appearance was at the Annual Berks County Wrestling Coaches Association Banquet, Kutztown, PA, on March 25, 1987.

Seventy-nine appearances as the guest lecturer at local, state, national and educational functions. Several of the more recent lectures were at the Faculty Workshop, District VII, PA Association of Student Council Convention, Muncy, PA, High School, on April 10, 1987 (spoke on "Comparative American-Soviet School Reform").....lectured at Jr-Sr High School Assembly, Millville, PA, on May 26, 1987 (spoke on "Soviet Education Reform").....locally was the guest speaker at the Kiwanis Club, Lock Haven, PA, on February 19, 1987 (discussed Comparative Education, Physical Education and Sport, USA-USSR).....guest speaker at 64th Memorial Day Services, Cherry Grove Cemetery, Nordmont, PA, on May 24, 1987 (spoke on "Our Patriotic Duty to Honor Our Nation's Proud Past and Reflect on Its Future.").....guest speaker at the International Relations Section at the 64th Annual Convention of the PA State Association of HPERD, Seven Springs, PA, on December 6, 1985 (lectured on "A Comparative Analysis of Physical Education Reform in the USA and USSR, 1985-86).....guest lecturer at Faculty Lecture Series, Pacific University, Forest Grove, Oregon, on April 26-27, 1985 (discussed "New School Reform in the USSR" and, "Soviet Wrestling/Sports System").....guest speaker at International Relations Seminars, Moscow-Lenin Pedagogical Institute, Moscow, USSR, on November 10, 1986 (discussed "A Comparative Analysis of Physical Education and Sport Science Reform in USA-USSR - 1986-87")

7. MANUALS

Cox, Kenneth M., Ed.D., A Tactical and Technical System of Coaching Series Wrestling. Lock Haven, Pennsylvania, Lock Haven University Duplicating, 1986, 4th Draft, 122 pp. (A manual for Advanced Techniques of Coaching Wrestling.)

8. RESEARCH INTERSTS

Interest in "modeling" research (ex., Dr. Bandura, Stanford, CA).

Interest in "self-esteem" research (ex., Dr. Coopersmith and Dr. Gilberts, Palo Alto, CA).

Interest in writing "technical journal articles" on technique in interscholastic and intercollegiate wrestling.

Interest in the "philosophical, psychological and sociological ramifications of sport in our society."

Interest in "comparative physical education and sport" (ex., USSR and Soviet bloc nations).

Interest in new "combative physical education activities" (ex. boxing, judo, military sport judo and wrestling).

Interest in the effect of "drug abuse" in sport.

Interest in examining various "instructional strategies" in various lecture and activity environments.

9. POSTDOCTORAL RESEARCH/STUDY

Completed eleven (11) postdoctoral graduate hours in Comparative Education, Physical Education and Sport. Been a visiting lecturer and educational leader to the USSR.

-Studied at Federal Institute of Physical Education and Sport, Moscow, USSR, May-June, 1983, with Department of Comparative Physical Education and Sport, Concordia University, Montreal, Canada. Six semester hours.

-Attended seminars and conferences at Pedagogical Institutes in Moscow, Pskov and Leningrad, USSR, June-July, 1984, with Citizens Exchange Council and Department of Socialist Studies, University of Virginia. Three semester hours.

-Attended seminars and conferences at Friendship Societies, Pedagogical Institutes, Universities in Moscow, Kiev, Minsk and Leningrad, July-August, 1985 with

Professional Seminar Consultants and University of New Mexico. Two semester hours.

-Selected as the educational leader of the Soviet-American Sports Medicine Seminar by Professional Seminar Consultants, Inc., Office of Continuing Professional Education, Albuquerque, NM, took 45 medical doctors to the USSR (July 22-August 2, 1986).

-Selected for Faculty Research Grant, 1986-87. Research title, "A Comparative Analysis of Education Reform in the USA and USSR, 1984-87." This was my third grant.

-Satisfactorily completed Fundamentals Course for Radiological Officers, FEMA/PEMA, July 13, 1985, Reading, PA. (ID#50, expiration date, 6/30/88).

-Participated in International Pedagogical Seminars and Conferences in Leningrad, Kiev and Moscow, October 30-November 19, 1986, as guest of Global Concepts and the Ministry of Education, USSR.

-Selected as the educational leader of the U.S.A./ Canadian PE620 delegation travelling to the USSR for study and training from June 23-July 10, 1987 at the Federal Institute of Physical Education and Sport Science, Moscow. Took 100 physical educators and sports coaches to study in the USSR under Study Tours Internationale, Carmichael, CA.

-Selected as the educational leader and coach of the USA/ National Collegiate Boxing Association PE620-01 delegation travelling to the USSR for study and training from May 17-29, 1988 at the State Central Institute of Physical Education and Sport Science, Moscow; Lesgaft Institute of Physical Culture, Leningrad; and Charles University, Prague, Czech. Took 30 boxers, coaches and support personnel to study and compete in the USSR under STI, Carmichael, CA.

-Selected as the educational leader and coach of the USA/ Canadian PE620-02 delegation travelling to the USSR for study and training from June 23-July 9, 1988 at the State Central Institute of Physical Education and Sport Science, Moscow, USSR. Took 65 physical educators, gymnastics and wrestling personnel to study in the USSR under STI, Carmichael, CA.

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